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ABSTRACT

The guide describes teaching strategies, approaches to language remediation, and the selection and use of materials. Five strategies for language teaching (drill, interactive methods, informational drill, barrier games, and experience) are briefly considered, followed by 12 formats for language materials (including "analogy" cards, i.e., cards with "What's Missing?" and "What's Wrong? pictures; "front-and-back," cards with sequenced pictures on the back of each card; "sorting mats," i.e., for matching illustrations on cards to those on mats; and cut-outs). Information on constructing each of the formats is offered. Twenty sources of reproducible illustrations are listed along with information on suggested uses. The guide concludes with a section on 30 popular language goals (on such topics as adjectives, adverbs, basic concepts, cognitive skills, infinitives, listening skills, negatives, possessives, pronouns, and subordinate clauses) and five language lesson plans, covering basic concepts, past tense verbs, pronouns, referential communication, and the "-s" morpheme. (CL)

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How to use reproducible illustrations in language remediation

The comprehensive guide to methods & materials for students 5-18.

By Carolyn Ausberger & Karyn Mullica

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By Carolyn Ausberger & Karyn Mullica

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Beginnings are sometimes the hardest. Ideas can be sound and information od, but still the sometimes not-too-quiet voice asks, "Will this make any sense?" r heartfelt thanks, then, goes to Varla Wright who took the time to convert our ginal notes into attractive, functional materials.

A project like this cannot come to completion without the help and support of hly skilled people. Two, especially, have given themselves with a dedication and cellence that leave us in awe. We'd like to thank Mary Bango and Vi Mullica for eir support throughout the preparation of this book. Their reliable and cheerful ention to the countless tasks assigned to them, forgoing of social and family gagements in order to meet the dictates of deadline, and, above all, confidence t the book would someday be finished are gratefully acknowledged.

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Introduction

In 1977, a survey sent to 216 graduate training programs in speech pathology and audiology, contained this inquiry:

> Which of the following best characterizes your language training philosophy? (Rank 1, 2, 3) ___behavioristic, ___ structuralistic, ___mentalistic, ___traditional, ___cognitive, ___pragmatic (communicative), ___taxonomic, ___ecological, ___(other, specify). (Muma, 1979, p. 471)

Eclecticism, the prevailing philosophy of most public school speech pathologists, was not mentioned. Regardless of the comprehensiveness or practicality offered in training programs, the graduating clinician faced with an independently selected caseload quickly reaches two decisions:

1. No single philosophy or approach will be uniformly successful with every student.
2. Even the method most denigrated by program professors will probably work with someone.

This information launches the practitioner into a career of collecting—searching books, sorting through journal articles, buying and borrowing materials, talking with colleagues, and attending workshops. These activites are all focused on one purpose: to expand the set of tools and skills used in assisting the school-aged child to achieve communicative adequacy.

This book was written for eclectics. Practically all the language-training philosophies mentioned in the survey are represented in the information and activities covered here. For the record, the philosophies may be defined as follows:

Behaviorism, from the field of psychology, describes verbal communication as subject to the same laws of learning as tapping a bar, blinking an eye, or any of the other forms of human behavior. Within the framework of this philosophy, language acquisition is viewed as the production of utterances that increase as a function of reward (which is defined, after the fact, as reinforcement).

Structuralism is a philosophy in linguistics that, at the turn of the century, replaced the study of words with the study of the entire structure of a given language. Terms such as syntax, morphology, and phonology are from structuralism. In language teaching, the selection of a specific language structure as a goal is consistent with this viewpoint. Related to structuralism is the term "taxonomic" which refers to the method of categorizing linguistic similarities, then naming the categories.

Mentalism, originally a criticism of structural linguists who were not purists, now refers to the examination of psychological variables important to the understanding of language. Meaning, perception, and other aspects of cognitive psychology are considered when studying and treating language. The role of the student as an active learner is important in this philosophy.

Cognitive philosophies view language acquisition as a parallel to cognitive development. The comprehension of language meaning and the skills to convey this meaning are based on the learner's experience with the world and what is learned from the experience. Attention to the role of cognition leads the language teacher to ensure that the language taught does not exceed the experience and cognitive level of the learner.

Pragmatic philosophies emphasize the use of language. Given that a single utterance can produce a variety of outcomes, pragmatics analyzes language in terms of those outcomes. For language practitioners, pragmatics represents the need for goals that include the student's reason for talking and the student's ability to use language to effect desired outcomes.

Ecological considerations, cited by Muma (1978), refer to the role of natural contextual influences in language development. Research or teaching procedures that are removed from these natural contexts are said to be ecologically invalid.

Traditional philosophies describe those methods existing outside the scope of any current theory or philosophy. These are the methods that survive because they work and are enjoyable for the teacher and student. Tradition accounts for a large number of the actual teaching techniques used.

In recent years, certain factors have led to an increasing recognition of the language-training needs of the school-aged student:

1. Improvement in documentation and evaluation procedures has highlighted the fact that the majority of LD and MH students have inadequate communication skills.
2. Realization of the relationship between oral language and reading has spurred interest in ensuring the quality of students' ability to listen and speak.

Many more students need to improve oral language skills than can be helped by the speech-language pathologist. Classroom teachers, resource teachers, parents, and aides will become increasingly involved in providing language-learning activities. Therefore, the word "teacher," when used in this book, can be interpreted to mean anyone responsible for the education of language-delayed students.

This is admittedly a book that emphasizes the "how-to's" of language rather than the "whys." There are already several excellent books on the theories behind language-teaching approaches, many of which are referenced here in various chapters. Yet, books on precisely what to do are in remarkably short supply. No one, however, is pretending that a highly trained professional in special education has to add the responsibility of making materials to an already full workload. Why, then, this book on how to make materials?

Primarily, this book was written to increase options. For those educators desiring to construct materials, the information is available. It is also available for anyone the educator can talk into making materials—and the possible list is long: aides, parents, grandparents, siblings, children, husbands, wives, girlfriends, boyfriends, neighbors, parent-teacher groups, service groups, girl scouts, boy scouts, art classes, upper primary classes on rainy days, visiting aunts or uncles, friends of parents, etc.

Another option is to adapt the activities to available materials—pictures, objects, and components of commercial kits. In this way, the specific interactions can be evaluated before constructing materials in a given format.

Each of the chapters focuses on a slightly different aspect of the language-teaching process. Five teaching strategies are described, each offering a unique and valid approach to language remediation. Construction and use of specific materials, utilizing twelve different formats, receive full coverage, including a list and discussion of commercially available sources of reproducible illustrations. Pertinent background information, current research, and teaching suggestions are provided for thirty language goals. Five lesson plans illustrate ways to plan and implement language sessions, incorporating a variety of materials and activities.

Together, these chapters offer a comprehensive guide to the use of reproducible illustrations in language remediation.

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Five Strategies for Language Teaching

There is not a clear basis for selecting one strategy over another. Muma (1978) recommends experience. Lee, Koenigsknecht, and Mulhern (1975) present their Interactive Language Development Teaching as a method to be used in place of other strategies. For a number of years, drill was the exclusive procedure researched and, hence, taught in many training programs. In all these cases, the primary emphasis was development and research of the effectiveness of one particular method.

Simon (1980) approaches strategies from a different perspective—that of complete management of the language-delayed student. She integrates a number of strategies, beginning with drill and extending through use of barrier games. Her presentation of the ordered application of a variety of methods presents new possibilities for therapy planning.

The strategies in this chapter are presented in an order that is effective with many students. Beginning with drill and then working through the other strategies allows the student to get closer and closer to actual communication through graduated steps. The resulting language remediation sessions consist of a series of instructional activities that increase in difficulty as the learner's skills improve.

This instructional hierarchy represents one of a variety of language remediation philosophies.

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Drill

Teacher: "Say, 'The man is running' "
Student: "The man is running."
Teacher: "Good. Say it again."
Student: "The man is running."
Teacher: "Good. Again."
Student: "The man is running."
Teacher: "Good. Again."
Student: "Think he tired."

When you sit down with a student and a set of materials, have a specific response in mind, and ask the student to make that response for each item, you are using drill as a teaching strategy.

Clearly the most popular teaching strategy for a number of years, drill is beginning to lose popularity as research continues to suggest newer and possibly more effective methods for language teaching. Criticism of drill centers on two issues:

1. Drill does not mirror the natural language-learning process (Muma, 1978; Winitz and Reeds, 1975). Restricting language-learning sessions to drill may not provide students with the antecedents to natural language learning that are present for children who develop these skills without intervention. Rather than applying artificial learning methods, it may be more productive to provide an enriched normal language learning environment.
2. The linguistic skills learned in drill do not carry over to the communicative environment.

> A grammatical rule that is evoked in clinically structured tasks may not generalize automatically to spontaneous discourse.... In structured tasks, behaviors exhibited by the clinician, such as direct questioning or presentation of an object, rather than the child's own intentions, may evoke the target.... In natural communicative interactions, a given grammatical rule is evoked by the speaker's need to specify the content signalled in that rule.... (Culatta and Horn, 1982, p. 174)

These criticisms notwithstanding, drill will probably remain an important strategy because it fits neatly with needs to project progress in behavioral objectives and to document changes by keeping data on responses.

Some of the problems with use of drill can be avoided by restricting this strategy to the earlier stages of therapy—those involved with introducing a new goal and ensuring that the correct production of an utterance is available to the student.

Simon (1980) describes such a combination of strategies. Soon after introducing a goal through drill, the instructor replaces drill with activities that call for the student to use the goal utterance in interactions. Ausberger (1982) also employs this approach, extending the utterances learned in drill to a simple question and answer interaction.

The earliest popular use of drill was in tight operant paradigms in which the antecedent event and consequent event were carefully controlled to ensure maximum desired goal response (Gray and Ryan, 1973). The verbal stimulus was paired with a picture and responses were built up one word at a time ("run, is running, boy is running, the boy is running"). Other uses for this kind of chaining procedure evolved that taught only the content words at first ("boy run"), then later expanded many two-word utterances to three words, then more (Stremel and Waryas, 1974).

Currently, cued drilling appears preferable to the earlier chaining approach. The instructor employs pictures, charts, diagrams, or even written words to help the student remember to say each word in the utterance. The **Fokes Sentence Builder** provides an illustration for each part of the sentence (Fokes, 1976). Simon (1980) suggests writing "small words" ("is, the") on index cards and placing them with pictures to form a sentence. Cole and Cole (1981) demonstrate several ways to use index cards and pictures to cue correct production of the goal utterance.

Sometimes students are not certain which element of a picture belongs in an utterance. This results in a construction like "The boy is man running." Ausberger (1982) uses a system of diagrams to cue the structure of a goal utterance, such as X ☐ → ____ for "The (noun) is (verb)ing."

Once an utterance is introduced and said correctly for a variety of pictures, a period of mass drilling at the student's normal conversational rate can be effective. It can help the student become comfortable with the articulatory changes necessitated by the new elements in the sentence. For mass drill, students select and say one utterance 50 to 100 times.

The most recent modification of drill has been the addition of a period of listening before the student is asked to produce any sentences. Courtright and Courtright (1976) compared the performance of two groups of students. One group was asked to describe a set of cards using a particular sentence. The second group first listened to the instructor describe all of the cards. They were then given the same task as the first group. The students given the chance to listen first performed better on the task.

The popularity of drill can also be attributed to the ready availability of materials for drill. Practically anything available in groups can be used for drill: word lists, picture sets, object sets, objects in the room, body parts, remembered activities. The instructor sets up the activity, hands out the materials, and the rest is pretty much up to the student.

If you are collecting material for drill, try some of the following:

1. Buy children's picture books from thrift stores for 5¢ to 10¢ each. Cut out the pictures and put them on index cards. Organize the pictures by syntactic construction.
2. Buy a file for envelopes at an office supply store (usually for twelve business envelopes). Put pictures from magazines, calendars, advertising, etc., into the envelopes. Organize the pictures by place or activity, such as things at the beach or taking a rocket to the moon.

3. Buy children's stamp activity books—birds, cars, horses, etc. Stick each stamp on an index card.
4. Purchase sets of small objects from a carnival supply or novelty store. (Make sure the objects can be washed!)
5. Save post cards, and store them in a 4" x 6" index card box.

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Interactive Methods

Teacher:	"The crocodile is chasing Peter Pan. What's happening?"
Student:	"Crocodile chase Peter Pan."
Teacher:	"Yes. The crocodile's chasing Peter Pan because it wants to eat him. Why is the crocodile chasing Peter Pan?"
Student:	"Wants him. Gonna eat him."
Teacher:	"The crocodile wants to eat Peter Pan, so Peter Pan has to run away. Peter Pan has a plan. What does Peter Pan have?"
Student:	"Trouble!"

In this strategy, the easy give and take pattern of normal conversation is harnessed to create powerful, language-learning interactions. The teacher selects and talks about materials or information of interest to the student, then asks questions about the information presented.

Deceptively easy at first glance, this strategy requires planning and practice to maximize its effectiveness. Central to success are these components:

1. An atmosphere of acceptance. Syntactic errors are not overtly corrected, although a particular form can be gently "coached."
2. Availability of all information necessary to the student. Whether the information is visual, as with Simon's scenarios (1980), or auditory, the student understands that the only requisite to a correct response is a general alertness—good listening and good attending.
3. A set amount of time devoted to information before questions are asked. At the beginning, questions are asked fairly frequently to maintain the student's interest and to ensure correct responses. Later, the teacher's talking time can be expanded, increasing the student's memory load.

The first comprehensive clinical application of interactive methods was Interactive Language Development Teaching, developed at the Northwestern University Speech and Language Clinics and described in a book of the same name (Lee, Koenigsknecht, and Mulhern, 1975). According to the authors:

> The verbal interaction between parent and child, which is the natural setting for language learning, can be simulated in the clinic. Children can be engaged in conversation around a subject or story, where the semantic content of language is clear and apparent. If the verbal interaction of clinician and child is related to ongoing events, then purely imitative speech will be avoided or will be reduced to a minimum. Children will be led to formulate language, not merely to imitate it. (p. xiv)

The interactions described by the authors employ a high-interest narrative, often accompanied by flannel board figures. The narrative is then followed by a question:

> Here is the street.
> What is it?
>
> Look. Look over here.
> Here comes a car.
> The car is in the street.
> It's going fast.
> Watch it.
> The car is going very fast.
> Is it going slow? (p. 72)

Lee, Koenigsknecht, and Mulhern encourage readers to create their own interactive stories. They give the following guidelines:

1. "Select a story topic that is within the child's experience" (p. 10).
2. "Provide sufficient narrative to keep the children's attention" (p. 11).
3. "Provide adequate build-up of semantic content for the target structures" (p. 12).
4. "Introduce new structures as receptive tasks before eliciting them as targets" (p. 14).
5. "Provide frequent review to stabilize structures previously introduced as target responses" (p. 14).
6. "Clarify the concepts underlying the contentive vocabulary" (p. 14).
7. "Include questions which elicit creative thinking" (p. 16).

This original approach uses pictures only to sustain interest; all essential information is given verbally. By contrast, Simon (1980) creates interesting visual scenarios, then asks the student about what has been observed. She uses familiar puppets and, for example, has them take objects away from each other. Her follow-up questions take the form, "What happened?" or "Who has the ______?" or "Who had the ______?"

Older students can benefit from interactive methods that are only verbal. Sample interactions are included among the techniques suggested by Gerber and Bryen (1982) for language- and learning-disabled students:

> Billy is taller than Joe.
> Joe is taller than Sandy.
> Who is the tallest?
> Who is the shortest? (p. 180)

Cole and Cole (1981) suggest following a single statement with a series of questions:

> The dog ran into the woods in the morning.
> Where did [the dog] run?
> What did the dog do? (p. 209)

Due to the give and take nature of interactive methods, general listening comprehension skills improve with specific production skills (Pearson and Fielding, 1982). Among the best materials, especially for older students, are any of the numerous books, activities, or cards designed to improve reading comprehension. In this case, you read the passage aloud to the student, then ask the comprehension questions.

Other materials for interactive methods are equally easy to locate. Younger students enjoy punch-out characters, finger puppets, and animal paper dolls. Their use can be further enhanced by making them into flannel board figures. Any book of interest to a student can be used by reading one or two sentences, then asking questions about the sentences.

To meet the interests of students of all ages, try some of the materials from the Government Printing Office. Birds, stars, and stamps are just a few of the subjects covered by posters and photographs.

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Government documents may be ordered from the Government Printing Office. Requests for bibliographies of available material should be sent to: Superintendent of Documents, Washington, D.C. 20402.

Informational Drill

Teacher: "Tell me about your hand."

Student: "My hand has four fingers and a thumb."

Teacher: "What about your other hand?"

Student: "This hand has four fingers and a thumb."

Teacher: "And both hands together?"

Student: "Both hands have eight fingers and two thumbs."

Teacher: "Now tell me about your foot."

Student: "My foot has five toes."

Teacher: "Great! Now tell me everything you can about both feet."

Student: "Both feet have ten toes. Both feet have ten toenails. And both feet have...eight spaces between the toes. And, and they has—they have webs in there."

Teacher: "Pardon?"

Student: "Ribbet!! I'm a frog!"

While retaining the repeat-trial structure of traditional drill, informational drill incorporates another element—that of communicating information. Therefore, this strategy more closely approximates a normal use of language.

The specific information conveyed can vary widely in difficulty:

1. Students can provide academic information at or below their current level. To drill on "is," for example, students tell the time for a variety of clock faces or give the capitols of states. Students practicing "-s" morpheme might tell what a particular animal eats and where it lives.
2. Students can draw on personal experience. To learn use of the past tense form "went," the teacher presents an introductory phrase stating a time ("ten minutes ago, yesterday, last night") and students finish the sentence ("I went to my room, I went outside").
3. Students can draw on their imaginations and play roles defined by the teacher. The teacher can work on question forms by handing the students pictures of food and saying, "Find out the price from me."

Informational drill originally shared popularity with traditional drill as a language-teaching strategy. One early method for teaching aphasic children consisted of asking a child to perform a task (drawing a circle or pasting paper), then asking, "What did you do?" With the advent of operant-based drill and attendant research interests, informational drill faded from view in speech-language pathology.

It remained a popular strategy, however, in the related area of teaching English. Chomsky's ideas of generative grammar, writes Rivers (1982), created an interest in teaching second-language learners about creative language use:

> This viewpoint added support to the reemphasis on teaching students to understand the operations of the grammatical system, so that they could use it effectively to generate new utterances. It also reinforced the trend toward encouraging students from the beginning stages to experiment creatively with the small amount of language they had acquired, thus learning to form new combinations to meet new circumstances. (p. 5)

Kerr (1981), in a manual for teaching English as a second language, describes "controlled practice":

> Controlled practice is in effect very close to being a tra-

> ditional drill or memorised mini-dialogue, with the difference that the students take their cues not from the teacher but from the pictures on the cards they pick up. . . . The aim of controlled practice is that the students should use certain language patterns correctly, making the necessary vocabulary substitutions and the syntactic changes required by the meaning. (p. 10)

Of the 85 different activities outlined by Kerr, approximately half are for controlled practice. In one example, students use a stack of action pictures and a stack of location pictures. They take turns asking a question ("Are you going to the library?") and responding ("Yes, but first I am going to eat").

Rivers and Temperley (1978) refer to pseudo-communication—"communication in which the content is structured by the learning situation, rather than springing autonomously from the mind and emotions of the student" (p. 16). Activities involving pseudo-communication acknowledge that language consists of rule-governed, intentional behavior. Although teachers can help students internalize the rules, state Rivers and Temperley, the closest they can get to supplying the intention is to stimulate it by "contriving situations and encounters" (p. 16).

Within the field of language remediation, "What's wrong" or "What's missing" pictures offer useful materials for informational drill. Students are given the pictures along with a suggested grammatical construction to use when responding: "The _____ doesn't have a _____," or "There isn't any _____."

Word lists are another excellent resource. Teachers can quickly set the stage for the student by giving instructions like: "You are going fishing. Tell me how you might use each item I name."

A third source is from the student's curricular materials. Social studies, science, and math all offer information which can be suited to drill and can help the student study at the same time.

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Barrier Games

(Two students are sitting opposite one another with identical picture cards. A desk-top barrier is between them.)

Student 1: "It got this stuff down in the corner."
Student 2: "Corner? What corner?"
Student 1: "It down there and it kinda pink."
Student 2: "What? What is it?"
Student 1: "It's got these green parts on the inside."
Student 2: "I can't do this!"
Student 1: "You're not listening very good."
Student 2: "I'm listening good as you're talking!"

Started as a method for researching referential communication skills (Glucksberg and Kraus, 1967), barrier games are rapidly gaining popularity as a language-teaching tool. The application is simple. Put two students across from each other with some kind of barrier placed between them to block their view. Give the students identical sets of materials (drawings, objects, photographs). Let one student describe a selection from the set so the second student can locate it.

The fact that students involved in this task quickly become more interested in what they are saying than how they are saying it makes barrier games a good choice for the carryover or generalization level of a syntactic goal. With the current focus on pragmatics, goals related to language use—such as descriptive and listening skills—are appearing. These are goals also well suited to barrier games which involve both speaking and listening roles of communication.

Teachers accustomed to the tighter control of drill may at first feel uneasy with the free-flowing interchange promoted by barrier games. This uneasiness may be alleviated through understanding and practice of a new role as "communicative coach." Here are some pointers:

1. Select a barrier game slightly above the level of the students' communicative ability. As a rule, the more similar the objects in the set, the more difficult the barrier game.

2. As communication between the students bogs down, offer helpful information or questions:

   Student: "It got this stuff down in the corner."
   Teacher: "'Stuff' doesn't tell (student 2) very much. Can you think of another word?"
   Student: "Well, it made of round things—like bubbles."
   Teacher: "'Bubbles' is a very good word. Why don't you use that?"
   Student: "There's this bunch of bubbles down in the corner."

3. Try thinking out loud for either the speaker or listener:

   Teacher: "Hmm. 'Stuff' doesn't help me. I wonder what it's made of—or if it has another name. OK, I'll ask—Does it have another name? What's it made of?"

4. Summarize frequently: "Let's see, you told (student) there were a bunch of bubbles in a lower corner...."

5. Document effectiveness by transcribing the interaction as it occurs. Later, series of these transcriptions can be

analyzed for the most important changes.

Students are not limited to talking about single pictures or objects. Muma (1978) presents a barrier game in which the speaker is shown and asked to describe a model arrangement of a number of objects. Simon (1980) allows students to create their own arrangements.

If more than two students are present, allow the remaining students to observe on both sides of the barrier. In this way, they can see any discrepancy between the speaker's utterance and the listener's response.

The spirit of barrier games can be maintained without a barrier. Give all students identical illustrations. One student alters his/her illustration in some way, then describes the alteration to the other students. Listening students cannot, of course, see the described illustration.

A group variation can be created with pairs of cards. Put one card from each pair in the center of the table. Distribute the other cards among the students. One student describes a card in his or her possession while the others attempt to locate the identical card in the center of the table.

For a rainy day classroom activity, draw arrangements of geometric figures on separate cards (or purchase the commercially available **Lines 'n Dots** from Communication Skill Builders). Send all the students to a section of the blackboard, or keep students in their seats with several sheets of blank paper. Describe one card. Let students attempt to draw what you described.

As is apparent from the previous discussion, materials for barrier games are very easy to locate. The following form a good basic set for experience with this strategy:

1. Two shoeboxes of identical blocks and objects.
2. Sets of identical illustrations of different colors.
3. Sets of identical illustrations of different sizes.
4. Sets of several different illustrations of the same object.

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Experience

Teacher: (Playing with small toys) "This car needs a driver."
Student: "Yes!"
Teacher: "Let's find a driver." (Looking through toys) "A driver for the car."
Student: "Yes!"
Teacher: "Oh, here's a driver."
Student: "Yes!!"
Teacher: "I put the driver in the car."
Student: "Yes!!"
Teacher: "Now the driver's in the car."
Student: "Yes!! I like to say yes!"

Theorists tout experience while practitioners wonder how to write behavioral objectives for it. Yet, among both groups is the acknowledgement that, when experience works, it provides the best language teaching/learning possible.

Experience—talking during ongoing interaction, talking at the right level and the right time about the right things—has strong theoretical support as an effective strategy.

Bloom and Lahey (1978) describe language as the intersection of content, form, and use. Simply stated, content reflects the meaning; form, the organization; and use, the reason for talking. While these three elements may be discussed as separate components, they are all learned together and used together.

> The integration of content/form/use makes up language competence or knowledge. Such knowledge can be conceived of as a plan for the behaviors involved in speaking and understanding messages. . . . At the same time that the plan directs the individual's behaviors, it is, itself, evolving and changing as a result of those behaviors. Children learn language as they use language, both to produce and understand messages. (Bloom and Lahey, 1978, p. 23)

If these components are inextricably linked, it follows that as many of them as possible should be present in a language-learning situation. Ideally, students should be exposed to content, form, and use simultaneously—thus creating experience.

Suggestions for achieving results through use of experience range from general ideas to specific steps. Wells (1974) recommends "a shared activity . . . in which the adult [gives] linguistic expression to just those meanings in the situation which the child was already capable of intending and to which he was, at that particular moment, paying attention" (p. 267). Muma (1978) reports ten syntactic techniques, five of which consist of responding to student utterances and could therefore be used during experience.

Recommended for older students are Gerber and Bryen's (1981) compensatory procedures designed for language- and learning-disabled students. Their intervention program includes the following suggestions:

1. Restate complex sentences by making them into several shorter sentences.
2. Make information as concrete as possible. Use examples that relate to the student's experiences.

Lucas (1980) covers a wealth of recommendations for talking with the student who has semantic or pragmatic language disorders. Among them are:

1. Use language to organize the student's environment. Make sure the student understands what will happen, where it will happen, and when it will happen. Question the student about information just given and provide feedback on the student's comprehension.

2. Keep the conversation tied to the specific task or topic of discussion. Verbally redirect any comments unrelated to the issue at hand: "Yes, that's a ______ , but we're talking about ______."

Culatta and Horn (1982) report on the success of a system used to generalize syntactic rules originally taught through drill. A naturalistic situation (setting up a store, getting ready for school) was created and used as the basis for communication. Five strategies were employed during the interactions:

1. "Require the child to convey information" (p. 175). This approach required a student, when playing the role of a store clerk, to assist customers and communicate with the store manager.
2. "Request information by specifying the reason for the information" (p. 175), thus disguising a direct request for target production. To elicit copular "is" + prepositional phrase, for example, the clinician stated, "I can't find the soap. I need the soap," to which the student replied, "The soap is on that shelf" (p. 176).
3. "Create a situation which dictates the need to obtain an action or call attention to an event" (p. 176). By asking a student (store clerk) to place on a shelf a soup can that was too large, the clinician evoked the response, "This can not fit, it is too big" (p. 176).
4. "Create an unusual or novel event" (p. 176) that will stimulate utterances containing the target structure.
5. "Provide inaccurate information" (p. 176) that the student is obligated to refute. For example, when the clinician (as customer) said, "You said this is soup. This is not soup," the student (as store clerk) responded, "That is soup" (p. 176).

> [Culatta and Horn] believe that the evoking strategies used in this program were effective, in large part, because they were incorporated into interactive situations that the individual children found desirable. Thus, a clinician may be able to increase the effectiveness of evoking strategies by capitalizing on a child's preference in creating interactive play situations. Children may be more likely to communicate if placed in contexts and roles they wish to manipulate. (p. 178)

Sometimes, teachers wishing to employ experience are faced with a student who seems happiest not engaging in any verbal interaction. The reason for silence may be intentness on the activity, general verbal reticence, or a history of failure and/or corrections following verbal attempts. Parallel talking—talking in simple sentences about what the student is doing—can be an effective language-teaching technique. At the very least, it gives the teacher something to do. Another idea for silent students is that of setting up and verbalizing strings of repetitive actions: "Let's put all the furniture in the house. Let's see, the sink goes here, the bed goes here, the toilet goes . . ." Often a student will begin to participate by verbalizing the placement of the remainder of the items.

Throughout use of experience-based teaching methods, teachers are urged to use rate, sentence length, and repetition of ideas at a level that is comfortable for the student. Sentences spoken at a slower-than-normal rate increase children's comprehension (Berry and Erickson, 1973). Simplification of long, complex sentences may also increase understanding while providing a model easier to copy. Any sentence can be simplified in a number of ways. For example, "Jack and Jill are going to school, but Freddie is not" can be changed to "Jack is going to school. Jill is going to school. Freddie is staying home." This not only reduces sentence length but also adds an element of repetition.

Of all five strategies discussed, experience is the most difficult to use successfully. Teachers not exposed to this method in their own training may find progress slow, but eventually rewarding.

Materials for this strategy are as varied as students' interests. Younger children enjoy familiar toys: doll houses, building blocks, car sets, crayons and paints, puzzles, and nested containers.

For later primary students, collections of small items are effective. Buttons and beads as well as miniature sets of foods, animals, and furniture are high-interest materials appropriate for scenarios and categorization activities.

Older students respond well to kits. Model cars or airplanes, magic sets, and magnets with a variety of objects offer a basis for planning and conversation.

Environments can also be incorporated into a language lesson. A tour of the school, for example, requires the student to explain the purpose of various rooms. Field trips are excellent as well. Cole and Cole (1981) list several field experiences planned for specific language outcomes. Among them are:

Fire station:	"Concepts of protection of people and property. Information on how firemen fight fires. Specific vocabulary" (p. 238).
Veterinarian:	"Concept of health care for animals. Concept of prevention of diseases common to animals (rabies, distemper, etc.). Concept of animal control. Specific vocabulary" (p. 238).
Post office:	"Concept of communication. Concept of transportation of mail. Information on how mail is processed" (p. 238).

Frequently, the highly structured nature of syntax-based objectives limits the possible uses of experience. Writing broader, process-based objectives allows both teacher and student to match language lessons more closely with the student's immediate needs. Lucas (1980), Nelson (1979), and Simon (1980) all offer examples of pragmatics-based objectives:

> Given an activity (based on a classroom activity, on pictures, or on something he likes to do), Johnny will anticipate the next logical step of a sequence. (Lucas, 1980, p. 155)
>
> [The student will] retell a personal experience, well-known story, T.V. program, newspaper item, etc., in appropriate temporal sequence, organized from major topic to fine detail, with no more than two elements out of sequence, to at least two separate listeners (clinician, teacher, parent, friend) on 4 of 5 consecutive occasions. (Nelson, 1979, p. 123)
>
> By ______, X will provide an explanation of how three appliances work, two objects relate to each other and/or two first aid services are performed, etc. (Simon, 1980, p. 215)

As these objectives demonstrate, experience as a teaching strategy allows more freedom in planning language sessions. Clinicians can take the specific situations in which students experience difficulty and use those situations as the basis of instruction. Hence, teaching time is more directly applied to meeting the communicative needs of the student.

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Twelve Formats for Language Materials

Teachers get tired of using the same materials day after day, and students get tired of seeing them. One solution is to have a variety of different materials for the same goals. However, materials are frequently expensive, and budgets are never limitless.

Making some of your materials offers another option. Since time is also never limitless, perhaps an aide or parent could help out, or a group of colleagues could join forces. The result can be worth the effort. The materials presented in this chapter are easy to make, fun to use, and adaptable to many goals.

The twelve formats for the materials were selected on the basis of several factors:

1. Ability to interest and motivate students.
2. Versatility of use.
3. Simplicity of design and construction.
4. Distinctiveness.
5. Relevance to communication and language teaching.
6. Accessibility and ease of storage.

Complete directions are provided for constructing the materials and over 250 language activities are described.

The intention of this chapter is to offer suggestions and encourage creative adaptations. Any of the formats and accompanying activities can be modified to suit specific approaches and specific students.

Storage and organization of the materials will enhance their utility. All the materials can be stored either in file folders or, in the case of cards, in an index box. If you wish, keep a list of the materials constructed, their possible goals, and their location. For your convenience, a list of the formats and goals covered is provided at the end of the chapter.

"As Is" Materials

Suggested Ages: 5-Adult

Not all reproducible illustrations demand hours of preparation time to make them useful. In fact, a sampling of public school practitioners across the country indicates that "grab, copy, and run" best typifies the average use of these materials.

The advantage of "as is" reproducible sheets lies in their ability to quickly meet the needs of students while requiring minimal preparation time. Although use of the materials is frequently dictated (and occasionally limited) by their format and content, the sheets can nonetheless be easily adapted to a wide range of language activities.

The quality of therapy applications involving these sheets can be enhanced by taking one or all of the following steps:

1. Find a willing, creative child (not one in language therapy) to discuss elements of interest in the illustration sheets and to suggest games and/or activities.
2. For each sheet, think up one possible activity for drill, for interactive methods, and for informational drill.
3. Remove one illustration or part of several illustrations. Decide whether there is sufficient information remaining to allow students to determine what's missing.
4. Obtain children's books covering the same subject matter as that in the illustrations. See if the suggested activities or information can be applied to the sheet.

Drill: Inspect the illustrations to determine what a student should/could say about them. Write the suggested sentence(s) at the top of the page. Example: "The (animal) lives in a ______."

Interactive Methods: Provide information for each illustration, then ask the student about it. Example: "These children are using a slide. What are they doing? What are they using? Can you tell me about this picture?"

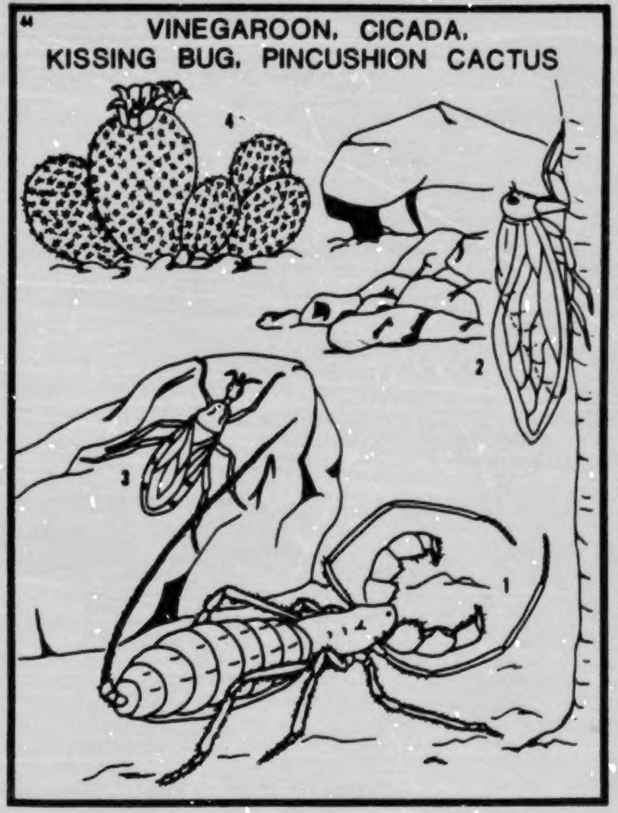
Informational Drill: This strategy depends on the information the students are able to provide about the illustrations. For example, **Pictures, Please!**, page N46, has illustrations of six different trees. You could say, in this case, "All these trees grow in different places. Can you tell me which ones grow in hot places? Which ones grow in cold places?"

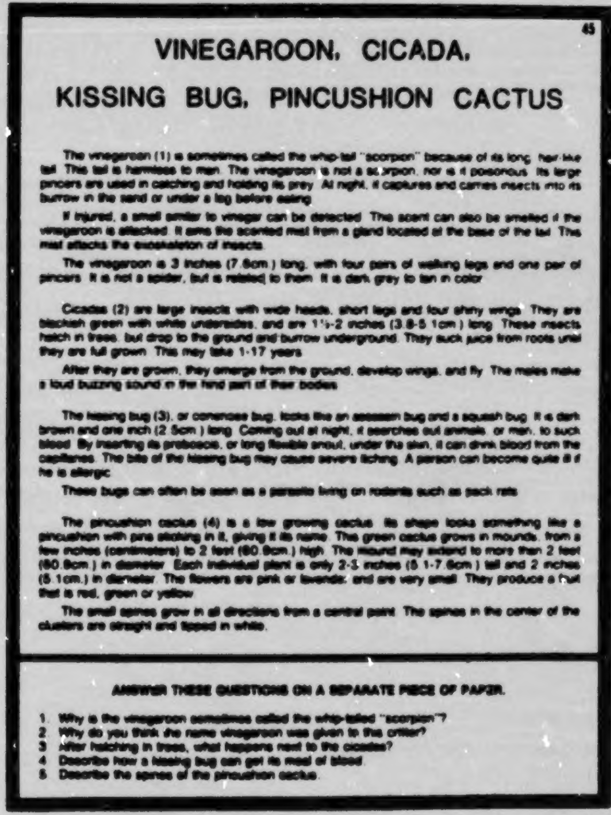
Barrier Games: This is a wonderful format for barrier games! Give each student an identical sheet of illustrations. Ask one student (the speaker) to modify the sheet in some way (circle a picture, draw a line, add something) and then to describe the alteration so the other students can do the same.

Experience: Present the illustration sheets to the students. Ask for suggestions on possible uses, and then follow through.

Auditory comprehension activities can be adapted from reading comprehension worksheets.

1. Read a sentence, then make up questions.
2. Read a paragraph and then ask the questions given.
3. Read a sentence. Ask students to help you break it into as many smaller sentences as possible.





45

VINEGAROON, CICADA,

KISSING BUG, PINCUSHION CACTUS

The vinegaroon (1) is sometimes called the whip-tail "scorpion" because of its long, hair-like tail. This tail is harmless to man. The vinegaroon is not a scorpion, nor is it poisonous. Its large pincers are used in catching and holding its prey. At night, it captures and carries insects into its burrow in the sand or under a log before eating.

If injured, a smell similar to vinegar can be detected. This scent can also be smelled if the vinegaroon is attacked. It aims the scented mist from a gland located at the base of the tail. This mist attacks the exoskeleton of insects.

The vinegaroon is 3 inches (7.6cm.) long, with four pairs of walking legs and one pair of pincers. It is not a spider, but is related to them. It is dark grey to tan in color.

Cicadas (2) are large insects with wide heads, short legs and four shiny wings. They are blackish green with white undersides, and are 1½-2 inches (3.8-5.1cm.) long. These insects hatch in trees, but drop to the ground and burrow underground. They suck juice from roots until they are full grown. This may take 1-17 years.

After they are grown, they emerge from the ground, develop wings, and fly. The males make a loud buzzing sound in the hind part of their bodies.

The kissing bug (3), or conenose bug, looks like an assassin bug and a squash bug. It is dark brown and one inch (2.5cm.) long. Coming out at night, it searches out animals, or man, to suck blood. By inserting its proboscis, or long flexible snout, under the skin, it can drink blood from the capillaries. The bite of the kissing bug may cause severe itching. A person can become quite ill if he is allergic.

These bugs can often be seen as a parasite living on rodents such as pack rats.

The pincushion cactus (4) is a low growing cactus. Its shape looks something like a pincushion with pins sticking in it, giving it its name. This green cactus grows in mounds, from a few inches (centimeters) to 2 feet (60.9cm.) high. The mound may extend to more than 2 feet (60.9cm.) in diameter. Each individual plant is only 2-3 inches (5.1-7.6cm.) tall and 2 inches (5.1cm.) in diameter. The flowers are pink or lavender and are very small. They produce a fruit that is red, green or yellow.

The small spines grow in all directions from a central point. The spines in the center of the clusters are straight and tipped in white.

ANSWER THESE QUESTIONS ON A SEPARATE PIECE OF PAPER.

1. Why is the vinegaroon sometimes called the whip-tailed "scorpion"?
2. Why do you think the name vinegaroon was given to this critter?
3. After hatching in trees, what happens next to the cicadas?
4. Describe how a kissing bug can get its meal of blood.
5. Describe the spines of the pincushion cactus.

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Activity for Teaching Answers to "Wh-" Questions

Teacher: (Using the material from **Desert Life**, pp. 44-45) "'The vinegaroon'" (pointing to the picture) "'is sometimes called the whip-tail "scorpion" because of its long hair-like tail.' What is it sometimes called?"

Student: "A scorpion."

Teacher: "Yes, it's sometimes called a scorpion. Why?"

Student: "Because of its tail."

Teacher: "'At night, it captures and carries insects into its burrow in the sand or under a log before eating.' When does it catch insects?"

Student: "At night."

BEST COPY AVAILABLE

PREPARED WORKSHEETS

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy when giving answers. Keep a file of curricular worksheets that require statements using "is." Examples: math computation ("Ten minus eight is two"), learning time ("It is two o'clock"), and vocabulary ("This is a ______").

BASIC CONCEPTS

Objective: ______ will use the basic concepts "before, after, between, beginning, end" with ___% accuracy when describing positions of alphabet letters. Use any worksheet with words or letters of the alphabet. Ask the student to find the "g" or "to look for all the 'g's" on the page and then to tell you (not show you) where they are.

COGNITIVE SKILLS

Objective: ______ will answer questions about information in a compound sentence with ___% accuracy. Select a reading comprehension worksheet that interests the student. Read one sentence at a time, then ask the student questions about it. (Example: "Before the rain began, the sky turned dark. Which happened first?") Afterwards, ask the comprehension questions at the end of the paragraph.

"WH-" QUESTIONS

Objective: ______ will ask questions with ___% accuracy to get sufficient information to complete worksheets. Select a worksheet that asks questions about the student. Tell each student to fill out a worksheet for someone else.

PREPOSITIONS

Objective: ______ will use prepositions with ___% accuracy when discussing the location of pictures. Select a worksheet with several rows of illustrations. Ask the student, "Where is the ______?"

This activity can also be used for COPULAR "IS."

CURRICULAR WORKSHEETS

After years of sending carryover activities back to the teacher, speech pathologists can reverse the process by requesting worksheets the teacher routinely uses in the classroom. Many of these worksheets require specific language skills and can be easily adapted for therapy sessions. Select those which show greatest potential for language. Record information about them in the following suggested format:

Name of Worksheet:

Name of Teacher:

Time of Year Used in Classroom:

Curricular Area:

Language Skills Required:

Specific Language Goals Taught:

Modified Worksheet Instructions (as needed):

Appropriate for the Following Students:

RELATED ILLUSTRATIONS ON ONE PAGE

BASIC CONCEPTS

Objective: ______ will use the word "______" with ___% accuracy when instructing the listener. Make a copy of the page for each student. Modify one of the sheets in accordance with the concept you are teaching. (For example, if you are teaching "between," draw something between two pictures. If you are teaching "second," modify the second picture on the page.) Give the altered sheet to one student (the speaker) and the other sheets to the remaining students. The speaker instructs the other students to make a similar modification on their sheets.

LISTENING SKILLS

Objective: ______ will correctly follow at least ___ directions with ___% accuracy. Start the activity by announcing that they will play a direction game and you will start. Give a simple direction ("Put a circle around the dog"). Allow students to take turns giving directions. When the turn comes back to you, make the directions more complex ("Color any pair of pictures," or "Find two things that go together. Put a line under one and a circle around the other"). Allow students to continue taking turns giving directions.

This activity can also be used for REFERENTIAL COMMUNICATION.

"-ING"

Objective: ______ will correct the teacher's incorrect sentences by adding "-ing" to the verb with ___% accuracy. Give identical sheets to all students. Tell them that they will play teacher and correct your sentences. Describe each action in the pictures, but leave the "-ing" form off the verbs ("The dog is bark"). Help students to locate the problem and to correct it.

COGNITIVE SKILLS

Objective: ______ will name requested objects or actions that traditionally accompany a specified object with ___% accuracy. Reproduce a different sheet of illustrations for each student. (Each student should have the same number of illustrations.) Students take turns naming an illustration on the page and asking each of the other students to suggest a related word or activity (for example, "shoe: boots, leather, foot, school, gloves"). As the words are suggested, the student may write them down and later deliver the collected information in a speech (one speech per illustration).

AUXILIARY "IS"

Objective: ______ will use the sentence "The (noun) is (verb)ing" with ___% accuracy when describing pictures. If helpful, write out the sentence form, invent a code (square for noun, circle for verb), or use a chart to remind students of the sentence components. If using a chart, make a grid with four squares across and ten (or more) squares down. Ask the student to describe each picture, giving you a word for each of the four squares. Write the word as the student says it.

This activity can also be used for "-ING."

GOALS BY FILE

Many "as is" pages lend themselves readily to one specific language goal. (For example, "Take Me Home," from **Group Games Galore**, is excellent for the Listening Skills activity given on this page.) After trying a particular page and activity and finding that it is a "hit," place a copy of the sheet in a folder, clearly marked with the goal and age.

Enrich your goal file by asking students to bring worksheets from the classroom. Math or telling time worksheets are good for "is." Science experiments can work well for teaching sequencing or past tense.

PAGES ILLUSTRATING SEQUENCES

SUBORDINATE CLAUSES ("BEFORE")

Objective: ______ will use a phrase beginning with "before" with ___% accuracy when describing an action occurring prior to another action. Write on the top of the page, "Before ______, ______." Ask the student to look at the first picture in the sequence and to describe the action. Introduce the idea of subordinate clauses by saying, "I'll talk about the second picture, then you tell me about the first." Say, for example, "Before the woman hung the clothes," then the student says, "they were in the basket." Later, ask the student to say the whole sentence. If the student responds, "they are in the basket," point out the tense of the verb in the subordinate clause and ask the student to match it.

This activity can also be used for PRONOUNS and PAST TENSE VERBS.

PAST TENSE VERBS

Objective: ______ will maintain use of the past tense with ___% accuracy while describing a sequence of actions. Ask the student to remember that everything in the pictures happened yesterday (or last week). Therefore, the student's sentences should all use the past tense.

This activity can also be used for PRONOUNS.

LISTENING SKILLS

Objective: ______ will correct the teacher's inaccurate statements by supplying the correct verb/adjective/noun with ___% accuracy. Ask the student to look at the first picture and to correct any inaccuracies. For example, if the child pictured is riding a bicycle, say, "The girl is riding a tricycle." Vary the inaccuracies as desired.

This activity can also be used for COPULAR "IS."

"IS"-REVERSAL QUESTIONS

Objective: ______ will ask sufficient questions to determine the actions, actors, and objects in a sequence with ___% accuracy. Cut each picture in the sequence in half. Give the student one half of each picture. Explain that he/she is a detective who has to figure out what happened and the picture parts are the only clues. You will give any information that the student asks for. (An alternative activity is to give the second half of each picture to another student. The students verbally interact to determine the nature of the pictures.)

COMPLEX VERBS

Objective: ______ will use the form "could have (verbed)" with ___% accuracy when describing alternative actions. Reproduce one complete sequence of illustrations. Then place a blank square of paper over one of the pictures and reproduce the sequence again. Give both sheets to the student and discuss alternative actions. Say, for example, "Here the person planted the tree, but he could have done something else. Tell me what he could have done, and we'll draw it in the blank space."

SOURCES OF REPRODUCIBLE SEQUENCES

Reproducible sequences are included in the following materials. (Publishers and order information are contained in the back of this book.)

Easy as 1-2-3
Favorite Tales for Language Learners
Group Games Galore
Pictures, Please!
Thinking Skills

Other sources include: newspaper comic strips, classroom workbooks, activity books, illustrated "how-to" manuals from used-book stores, and commercial sequencing cards.

Analogy Cards

Suggested Ages: 5-14

Popular with both students and instructors are materials that pose problems children can solve with a verbal answer. Familiar examples are "What's missing?" and "What's wrong?" cards and/or pictures.

The common elements in these materials are that the student (1) solves the problem presented in the picture, and (2) tells the instructor the solution.

The fact that this process mirrors the way communication works in the real world probably accounts for some of the popularity of this format.

The other reason is that students like puzzles so much—provided, of course, that they are able to solve them fairly quickly.

Analogy cards are a special kind of "What's missing" card. They can be fairly easily made from available illustrations and can be readily adapted to many favorite activities involving "What's missing" cards.

Each analogy card set contains one demonstration card that has two pictures on it. The pictures bear a specific relationship to each other (for example, a fork and a plate of spaghetti). Each remaining card in the set shows only one object (a pen, for example). The student decides what the second object should be (such as a piece of paper).

The important point is that it does not matter which of the two illustrations is pictured and which one the student must guess. Within each set, either the first or the second illustration may be selected for any card. In fact, if you manage to locate both illustrations (for example, a piece of chalk and a blackboard), you can make two analogy cards.

Drill: This strategy is not possible with analogy cards. Since, by definition, students are supplying missing information, all drill is informational drill.

Interactive Methods: Complete the analogy for the student, then ask questions about the sentence. Example: "There is a fork and a plate of spaghetti on this card. We use a fork with spaghetti. There's a pen on this card. We figure out what goes with it. Paper goes with it because we use a pen with paper. What goes with a pen? Why?"

Informational Drill: This format is ideal for informational drill. Give the analogy card set to the student. Ask him/her to tell you what the missing pictures should be (and why).

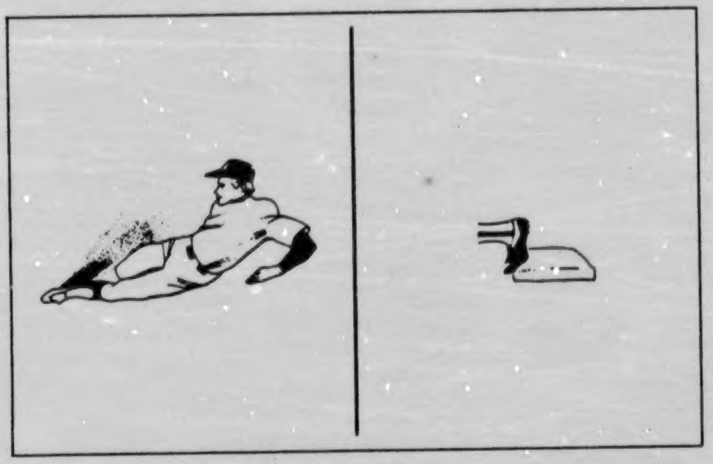
Barrier Games: This strategy—so effortless with some formats—is not possible with analogy cards.

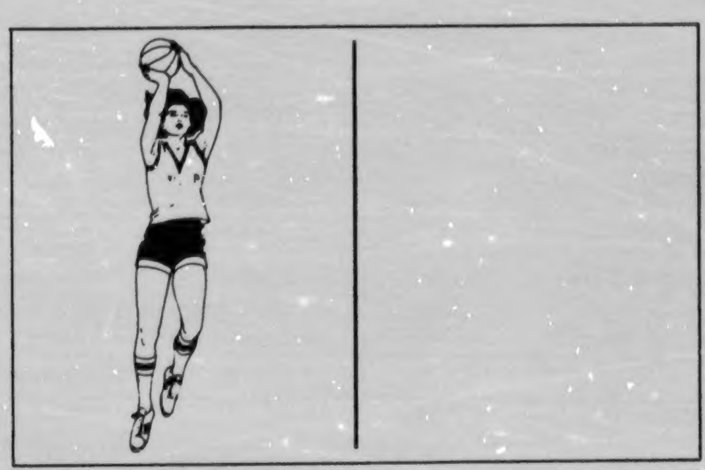
Experience: Discuss the missing elements on the cards with the students. Explore reasons for their selections of possible solutions.

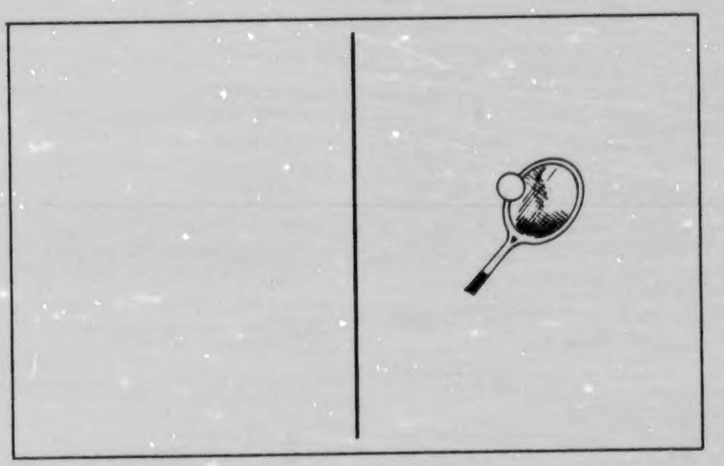
How to Construct

MATERIALS

1. Selected illustrations.
2. 5" x 8" index cards.
3. Black felt-tip marker.
4. Scissors.
5. Glue.



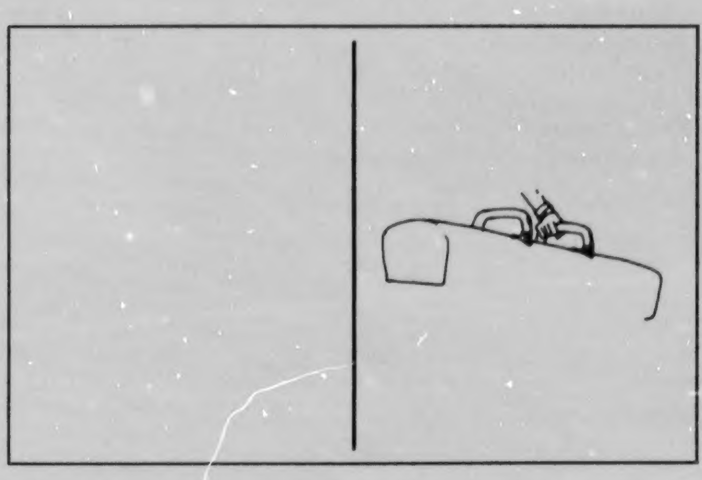


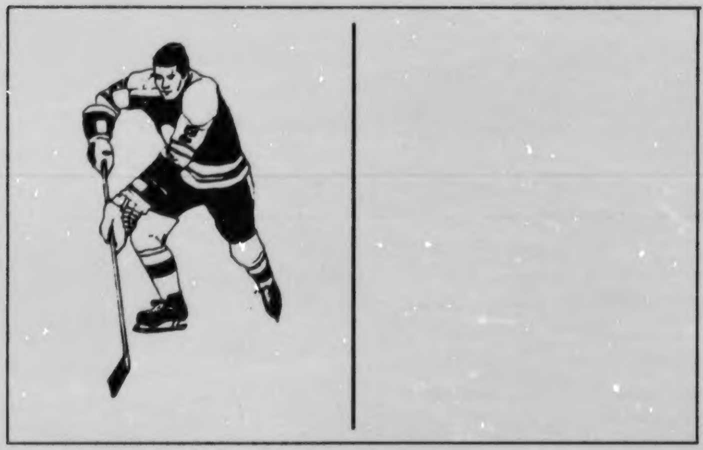


Analogy Cards

INSTRUCTIONS

1. Using a felt-tip marker, draw a dividing line in the middle of each 5" x 8" index card.
2. For each card set, make one demonstration card: Choose two illustrations that depict the analogy selected for that card set. Glue the illustrations onto an index card, one illustration on each side of the dividing line.
3. For the remaining cards in the set, glue only one illustration on each card.





Illustrations are from **Ready-to-Use Sports Illustrations** by David Carlson. Copyright © 1982 by Dover Publications, Inc., New York, New York. Reprinted by permission. Illustrations are reduced from actual size.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy in the sentence "The (object) goes with the (object)." The student starts with the demonstration card and says, for example, "The lamp goes with the light bulb." The student then continues through the remainder of the cards, providing the name of a related object for each card.

This activity can also be used for COGNITIVE SKILLS.

MODALS ("MIGHT")

Objective: ______ will use "might" with ___% accuracy when discussing possible related objects. Use the activity described above. The student uses the sentence "The ______ might go with a ______."

This activity can also be used for "WITH."

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will use a subordinate clause starting with "because" with ___% accuracy when explaining choices. Ask the student to suggest a possible object to complete the analogy card. Then ask for a justification of the selection. Example: "It should be jelly because you use a knife to spread jelly."

This activity can also be used for REFERENTIAL COMMUNICATION.

CONJUNCTIONS ("AND")

Objective: ______ will use "and" with ___% accuracy when discussing two objects that belong together. Ask the student to use sentences of the form "The ______ and a ______ go together."

LISTENING SKILLS

Objective: ______ will answer questions about orally presented information with ___% accuracy. Go through the set of analogy cards. Suggest possible pictures for each card and offer justifications. After presenting all the cards, return to the first one. Ask each student what picture belongs on each card and why.

Sample list of common related objects:

fork: knife, spoon, plate
pen: paper, pencil, ink
yarn: knitting needles, sweater
pan: stove, food, lid
can: can opener
chair: table, cushion, stool
rug: floor, doormat
apple: tree, pie, orange
baby: diapers, rattle, crib
bed: pillow, blankets, spread
telephone: phone book, address book
piano: music, singer
fish: fishing rod, net
matches: campfire
pancakes: griddle, syrup
leaf: tree, branch
dishcloth: sink, dishwashing liquid, dishes, dish drainer
wood: saw, hatchet, fire
toothbrush: toothpaste
rain: clouds, lightning, puddle, umbrella
sun: moon, stars, sunset
drum: drumsticks, guitar, music stand
swing set: seesaw, jungle gym
tie: collar, suit
flower: petal, bee, fruit
coffee pot: mug, can of coffee, cream, sugar
gloves: mittens, jacket, cap, scarf

ANALOGY CARDS: ANIMALS & HOMES — **Select illustrations (an assortment and 1 pair)**

POSSESSIVES

Objective: ______ will use the correct form of the possessive with ___% accuracy when discussing animals' homes. Ask the student to discuss each card, using sentences of this form: "A ______'s home is a ______."

This activity can also be used for COPULAR "IS."

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy in the sentence "A (animal) lives in a (home)." Ask the student to complete the analogy for each card, using sentences of the form "A ______ lives in a ______."

This activity can also be used for PREPOSITIONS.

"WH-" QUESTIONS

Objective: ______ will use "Wh-" questions with ___% accuracy to obtain information about animals and animals' homes. Explain to the student that some cards show an animal and some cards show where an animal lives. If the student wants the name of an animal, he/she asks a "What" question ("What lives in a nest?"). If the student wants the name of an animal's home, he/she asks a "Where" question ("Where does a bird live?"). Help the student to ask the correct question for each card, depending on the information needed.

This activity can also be used for FUNCTIONAL COMMUNICATION and "-S" MORPHEME.

NEGATIVES

Objective: ______ will use "can't" with ___% accuracy when discussing impossible situations. For each card, ask the student to tell you something that can't happen ("A fish can't live in a nest"). Then ask for something that can happen ("A fish can live in a fish bowl"). You can make this a group game by dividing the cards among all students. Make a spinner with "can" and "can't" alternating. Students take turns spinning the spinner, then making up a sentence using whichever word the spinner lands on.

This activity can also be used for COGNITIVE SKILLS.

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will justify a statement by using a subordinate clause containing "because" with ___% accuracy. Use the activity described above. Students use only sentences containing "can't," then explain why each statement is true.

This activity can also be used for REFERENTIAL COMMUNICATION.

Sample list of animals and homes:

chicken: chicken coop
squirrel: hole in tree
bee: beehive
earthworm: hole in ground
horse: barn
fish: aquarium
bear: cave
spider: web
dog: doghouse
bird: bird house
wasp: wasp nest
ant: anthill
mouse: between walls
parrot: cage

ANALOGY CARDS:
PLAYERS & SPORTS EQUIPMENT

Select illustrations (an assortment and 1 pair)

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy when discussing players and sports equipment. Ask the student to describe the cards with sentences of this form: "A ______ uses a ______ to play ______."

This activity can also be used for INFINITIVES.

PRONOUNS

Objective: ______ will use "he/she" with ___% accuracy when discussing pictures. Ask the student to complete sentences of this form: "A ______ needs a ______ because ______." Examples: "A basketball player needs a basket because that's where he throws the ball. A basketball player needs a basketball because that's what she throws in the basket."

This activity can also be used for "BECAUSE."

COGNITIVE SKILLS

Objective: ______ will suggest items to complete an analogy with ___% accuracy. Explain to the students that, in cases where the card has a player pictured, several different items of equipment could be used to complete the card. For example, a baseball player could be paired with a bat, a baseball, a mitt, a batter's helmet, or a base. Find a card that has a player pictured. Invite students to suggest what could be pictured with the player. Then direct students' attention to the cards with the equipment pictured. Explain that, in these cases, there generally can be only one player paired with the equipment. For example, if skis are pictured, the player has to be a skier. Present the cards one at a time so students can discuss possible alternatives for each.

This activity can also be used for "COULD" and INFINITIVES.

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy while describing cards. Ask the student to discuss each card by completing sentences of this form: "This is a ______. A ______ goes with a ______."

This activity can also be used for ARTICLES.

LISTENING SKILLS

Objective: ______ will answer questions about orally presented information with ___% accuracy. Go through the set of analogy cards. Suggest possible pictures for each card and offer justifications. After presenting all the cards, return to the first one. Ask each student what picture belongs on each card and why.

Sample list of players and sports equipment:

tennis player: tennis shoes, net, racket, tennis ball
baseball player: bat, ball, base, mitt, face guard
golfer: golf clubs, tee, golf shoes
swimmer: goggles, swimsuit
football player: shoulder pads, football, helmet
skier: skis, poles, face mask, boots
basketball player: basketball, basket
hockey player: shin guards, hockey stick, puck
polo player: saddle, mallet, cap
gymnast: rings, parallel bars
volleyball player: volleyball, net
wrestler: mat
badminton player: net, shuttlecock, racket
rower: boat, oars
race car driver: car
ice skater: ice skates
body builder: weights

ANALOGY CARDS: RAW MATERIALS & FINISHED PRODUCTS

Select illustrations (an assortment and 1 pair)

SEQUENCING

Objective: ______ will describe how raw materials are made into finished products, sequencing the events with ___% accuracy. Present the cards one at a time. Ask the student about the picture on each card. Example:

Teacher: "Here are some tomatoes. What can you make from tomatoes?"

Student: "Catsup?"

Teacher: "Yes, you can make catsup. Which happens first—having tomatoes or having catsup?"

Student: "Tomatoes."

Teacher: "Then what happens?"

Student: "Then you get catsup."

Teacher: "Right. Now, can you tell me the whole thing?"

When necessary, help the student by providing cues such as, "First.... Then...."

This activity can also be used for BASIC CONCEPTS ("FIRST").

INFINITIVES

Objective: ______ will use infinitives with ___% accuracy when discussing the manufacture of products. Ask the student to complete this sentence for each card: "You use ______s to make ______s."

COPULAR "IS" ("WILL BE/WAS")

Objective: ______ will contrast use of "is/will be/was" with ___% accuracy when discussing the manufacture of products. Remind the student that many objects around us change form as they are manufactured into other objects. Trees, for example, are made into paper, tables, and lumber. Go through the cards with the student and discuss: (1) what the picture is (a pile of fleece), and what it will be (a sweater); or (2) what it is (a sweater), and what it was (a pile of fleece).

"WH-" QUESTIONS

Objective: ______ will use "Wh-" questions with ___% accuracy to obtain information about manufactured products and raw materials. Explain to the student that some cards show a finished product and some cards show a raw material. If the student sees the product and wants to know the raw material, the question is, "What was this?" In the reverse situation, the question is "What will this be?" Ask the student to ask the appropriate question for each card.

LISTENING SKILLS

Objective: ______ will answer questions about orally presented information with ___% accuracy. Go through the set of analogy cards. Suggest possible pictures for each card and offer justifications. After presenting all the cards, return to the first one. Ask each student what picture belongs on each card and why.

Sample list of raw materials and finished products:

tomatoes: catsup, canned tomatoes, soup
wool: sweater, blanket, yarn, coat
cotton plant: dress, gauze bandages
sand: glass
cream and eggs: ice cream
trees: paper, lumber, furniture
wheat: bread, cereal, pancakes
clay: vase
leather: shoes, wallet, jacket
goose: pillow
rubber plant: eraser

ANALOGY CARDS: OCCUPATIONS & TOOLS

Select illustrations (an assortment and 1 pair)

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy when describing activities associated with occupations. Ask the student to tell you, for each card, what the person does with each tool. Example: "A carpenter hammers nails with a hammer."

This activity can also be used for COGNITIVE SKILLS.

RELATIVE CLAUSES ("THAT, WHO")

Objective: ______ will link two ideas with a relative clause beginning with "that" or "who" with ___% accuracy. Select a card showing a tool. Say, "This is a tool. Who uses it?" After the student answers ("A dentist," for example), say, "Right. Listen carefully. This is a tool that a dentist uses. You try that." Separate all the cards showing tools and repeat the process for each. Then ask the student to describe each independently. Follow the same procedure using the cards showing occupations ("This is a person who uses a pitchfork"). After completing the procedure with the separated cards, mix them up so that the student decides, each time, whether to use "that" or "who."

This activity can also be used for COPULAR "IS."

INFINITIVES

Objective: ______ will use infinitives with ___% accuracy when discussing people who use specific tools. Ask the student to complete this sentence for each card: "A ______ has to have a ______ to ______." Example: "A carpenter has to have a hammer to pound a nail."

This activity can also be used for ARTICLES.

NEGATIVES

Objective: ______ will use negatives with ___% accuracy when describing tools that are not needed. Use only the cards that picture occupations. Present them to the student one at a time. Ask the student to discuss each card by completing sentences of this form: "A ______ needs a ______. He/She does not need a ______."

This activity can also be used for "-S" MORPHEME and PRONOUNS.

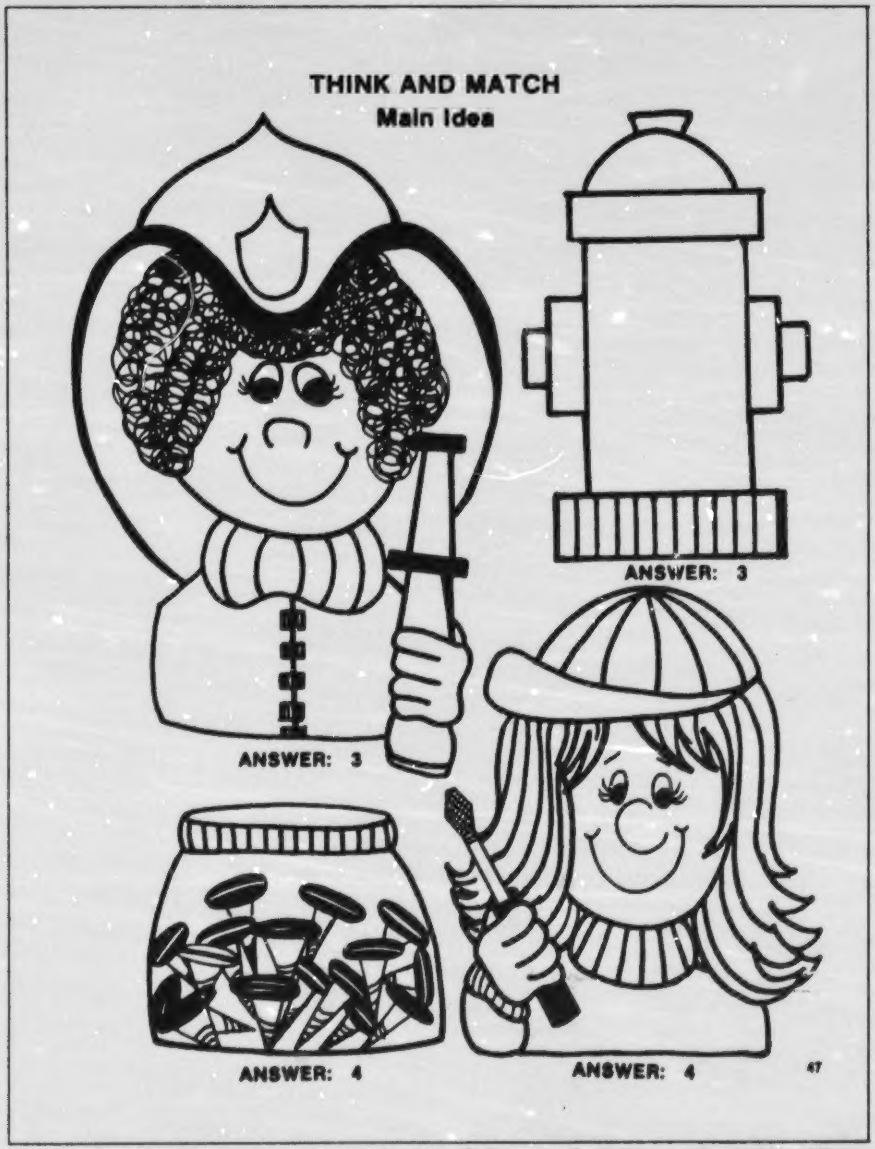
COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy while describing cards. Ask the student to discuss each card by completing sentences of this form: "This is a ______. A ______ goes with a ______."

This activity can also be used for ARTICLES.

Sample list of occupations and tools:

plumber: wrench, pipe
physician: stethoscope, pills
firefighter: helmet, hose
nurse: thermometer, scale
teacher: chalk, book
accountant: calculator, ledger
policeman: whistle, car
astronaut: spacesuit, space capsule
writer: typewriter, dictionary
farmer: tractor, pitchfork
astronomer: telescope
mail carrier: pouch, truck
dentist: drill



THINK AND MATCH

Main Idea

ANSWER: 3

ANSWER: 3

ANSWER: 4

ANSWER: 4

47

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This page and four other pages from **Rolling into Primary Comprehension** provide excellent whimsical occupations and tools for analogy cards.

Wheels

Suggested Ages: 5-12

The utility of a wheel as a materials format lies in its ability to focus attention on a single picture and to create interest by allowing the student to turn the wheel to reveal the subsequent picture.

It reinforces the idea of structure by permitting the student to replace one (or more) element(s) in the target structure with the object pictured in the window.

A wheel also presents the student with a brief "do-able" task—one that involves, at the most, eight sentences.

The wheel sheath (file folder, cardboard square, etc.) can in itself be used in a variety of ways:

1. Write the sentence the student is to say.
2. Cue or coach correct production by drawing a series of diagrams to represent each part of speech the student is to say.
3. Draw a happy and a sad face to indicate "correct" and "incorrect." Point to the appropriate face after each production.

Drill: Wheels are maximally suited to drill. The student says the requested sentence 1, 5, or more times before being allowed to turn the wheel.

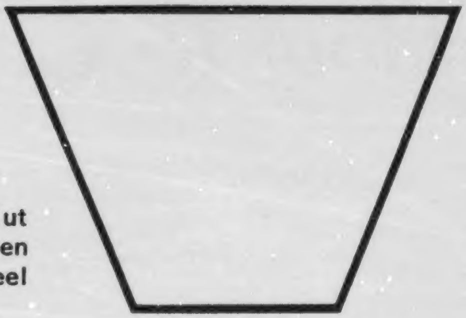
Interactive Methods: This is not a good format for interactive therapy, but the following could be done if desired: Set up wheels with two windows, one on the front and one on the back. Place pictures on the front that the student will see. In the back window, put some information about the picture. (Example: "This is an elephant. It has a trunk that it uses to bring its food to its mouth. What is this? How does it use its trunk?") You read the information and ask the questions while the student looks at the picture.

Informational Drill: Write an information question on the wheel sheath. (Examples: Write on a wheel with pictures of animals, "What food do we get from this animal?" Write on a wheel with pictures of clocks showing different times, "What's something you normally do at this time?") Ask the student the question for each picture on the wheel.

Barrier Games: Make two identical wheels. Give one to each student. One student then describes a picture for the other student to locate. (Several different pictures of the same object are excellent for this.)

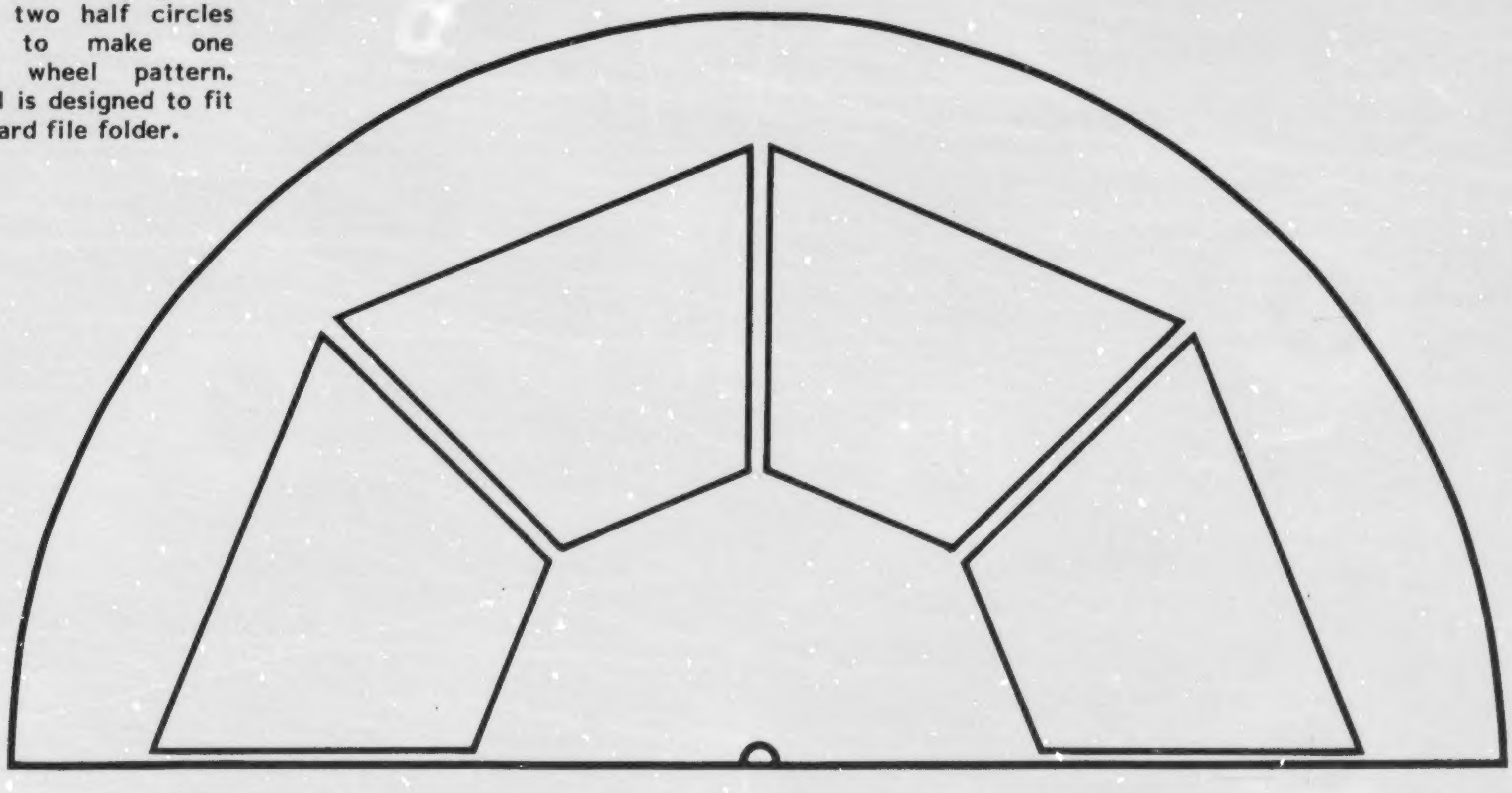
Experience: Make the wheel during the session. Discuss selection of pictures, location of the window, construction details, and other items or actions of interest to the students.

Pattern for Wheel & Window



Window Pattern: Cut out window and use when cutting hole in wheel sheath.

Wheel Pattern: Make two photocopies of this page and tape the two half circles together to make one complete wheel pattern. The wheel is designed to fit in a standard file folder.



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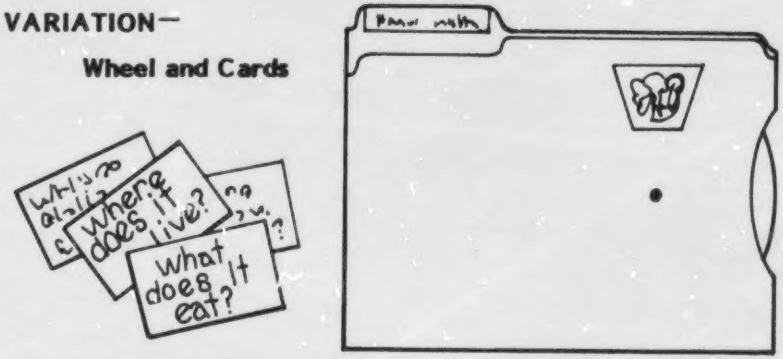
How to Construct

MATERIALS

1. Selected illustrations (8 per wheel).
2. Colorful tagboard (1 sheet per wheel).
3. Compass or wheel pattern.
4. Colorful file folders (1 per wheel).
5. Window pattern.
6. Sheet of paper (optional).
7. Ruler.
8. Scissors.
9. Glue.
10. Brass brads (1 per wheel).
11. Felt-tip pen(s).
12. Folder labels (1 per wheel).

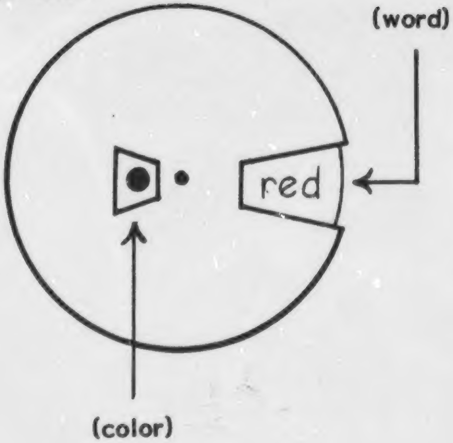
WHEEL VARIATION—

Wheel and Cards


where does it live?
what does it eat?

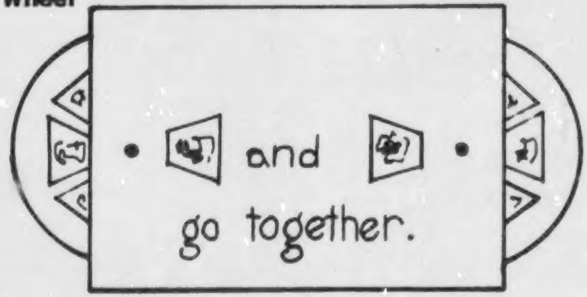
WHEEL VARIATION—

Wedge Wheel


(word)
red
(color)

WHEEL VARIATION—

Double Wheel


and
go together.

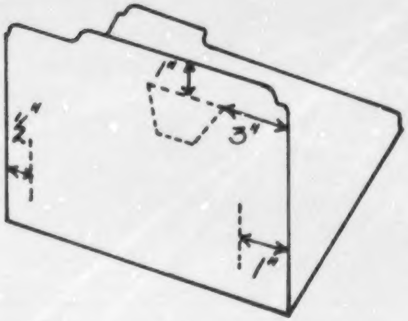
Wheels

INSTRUCTIONS

1. On tagboard or heavy paper, either draw a circle with a compass or reproduce the wheel pattern provided.

2. Glue the pictures onto the wheel. (If the pictures are too large for the windows, use a copy machine to reduce pictures to appropriate size.)

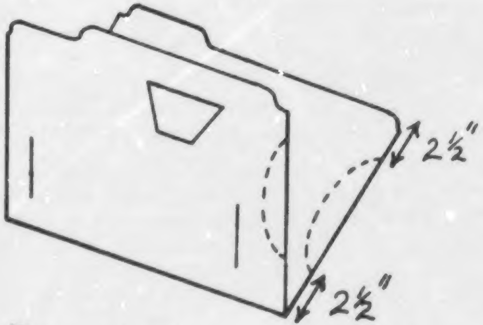
3. Use the window pattern to cut a hole in the front of the file folder.



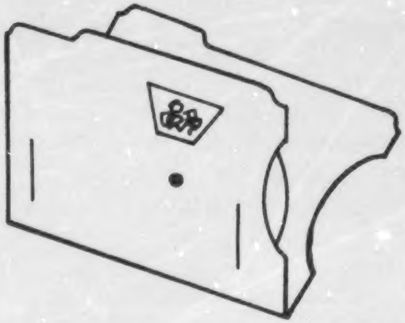
4. If using an insert panel, cut two vertical slits 3" long in the front of the folder. (Insert panels allow one wheel to serve many different functions. Write stimulus sentences and other cues on the panels instead of directly on the folder. Store the strips in the folder.)

5. Cut a strip of paper 2½" x 11" for use as the insert panel.

6. On the right side of the front and back of the file folder, cut a ½" x 4" curved notch.



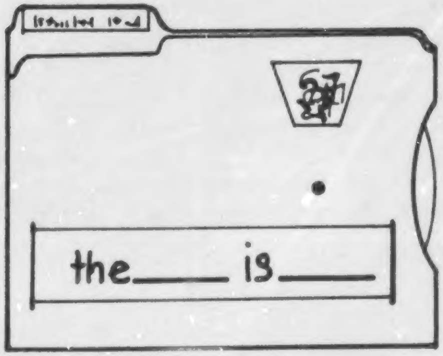
7. Place the wheel inside the file folder. Make sure the pictures show through the window.



8. Attach the wheel to the folder with the brass brad. If the wheel is attached only to the front of the folder, the folder can also be used for storage of data sheets or other information.

9. Write or type the goal on the folder label. Place it on the folder tab.

10. In felt-tip pen, write the carrier phrase or other information on the outside of the file folder or on the insert panel.



CLOTHING WHEEL

Select 8 illustrations of clothing

PERSONAL PRONOUNS

Objective: ______ will use the personal pronouns "his/her/my" with ___% accuracy while discussing pictures of clothing. On the outside of the folder or on an insert panel, draw four pictures: a school, a party, a church, and an airplane. (Instead of drawing the pictures, you may wish to reduce and use the following illustrations from **Pictures, Please!**: school, p. N31; party, p. V17; church, p. N31; airplane, p. N32.) The student chooses a person to talk about. For each picture of clothing in the window, the student says: "(Subject) wore his/her/my (clothing) to school. (Subject) wore his/her/my (clothing) to the party. (Subject) wore his/her/my (clothing) to church. (Subject) wore his/her/my (clothing) on the airplane."

This activity can also be used for PAST TENSE VERB ("WORE").

MODAL ("WOULD")

Objective: ______ will use "would" with ___% accuracy in the sentence "I would/would not wear a (clothing) to (location)." Use the same four pictures (school, party, church, airplane) on the front of the folder or on an insert panel. Explain to the student that we wear different articles of clothing for different occasions. Let him/her select an article of clothing from the wheel and tell you whether he/she would wear it to each of the pictured places and why.

This activity can also be used for "BECAUSE."

MODAL ("COULD")

Objective: ______ will use "could" with ___% accuracy when discussing alternative clothing selections. Ask the student to think of an article of clothing that could be substituted for the article pictured (for example, you could wear gloves, or you could wear mittens) and to tell you of the two selections you could choose from.

This activity can also be used for COGNITIVE SKILLS.

PREPOSITIONS

Objective: ______ will use prepositional phrases with ___% accuracy when determining where articles of clothing belong. Write on the outside of the folder or on an insert panel, "I wear ______ ______ my ______. I keep ______ ______ ______." For each article of clothing, the student states both where it is worn ("I wear a sock on my foot") and where it is kept ("I keep shirts in the closet").

This activity can also be used for PERSONAL PRONOUNS and PLURALS.

ADJECTIVES

Objective: ______ will describe the color of articles of clothing with ___% accuracy using the sentence "The (clothing) is (color)." Color each item of clothing on the wheel. The student looks at each picture and describes the color of the clothing.

This activity can also be used for COPULAR "IS."

A REMINDER

Clever formats are an addition to therapy sessions. It is not necessary, however, to spend hours making materials in order to use the activities in this section. Simply use available category stimulus cards (animals, clothing, etc.), and write any verbal cues on an index card.

ANIMAL WHEEL

Select 8 illustrations of interesting animals

COMPARATIVES

Objective: ______ will use size comparatives ("bigger, smaller") and motion comparatives ("faster, slower") with ___% accuracy when talking about animals. Put an illustration of one animal (not one of the eight on the wheel) on the folder or insert panel. Write the words "bigger, smaller, faster, slower" on the folder or insert panel. The student compares the animal in the window with the one on the folder. Example: "An elephant is bigger than a cat."

This activity can also be used for COPULAR "IS."

CONJUNCTIONS ("AND, BUT")

Objective: ______ will use the conjunctions "and" and "but" with ___% accuracy when discussing habits of animals. Put an illustration of one animal (not one of the eight on the wheel) on the folder or insert panel. Write the words "eats, lives in, has" on the folder or insert panel. The student compares the animal in the window with the one on the folder. Example: "The elephant has a trunk but the chipmunk has a nose. The horse and the elephant eat hay."

This activity can also be used for "HAS/HAVE" and "-S."

MODAL ("WOULD")

Objective: ______ will use the modal "would" with ___% accuracy when discussing animals. Introduce the topic by discussing the needs of animals and their dependency on humans. The student then looks at each animal and states whether or not he/she would like to own the animal. Further discussion can incorporate asking, "Why?" ("Because . . . .").

This activity can also be used for INFINITIVES and "BECAUSE."

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy when naming animal pictures. The student names each animal by saying, "This is a ______." If the student doesn't know the animal name, he/she should be guided into asking for that information.

This activity can also be used for "WH-" QUESTIONS.

"WH-" QUESTIONS

Objective: ______ will ask two "Wh-" questions about animals with ___% accuracy. Write the words "Live?" and "Eat?" on the folder or an insert panel. Explain to the student that he/she has an opportunity to find out where each animal lives and what it eats. The student selects the animals and asks the questions.

OTHER FORMATS TO USE

Activities described in the section on wheels can be easily adapted to cards and pull strips.

Students often accept repeated presentation of the same activity when each presentation involves use of a different format (for example, cards of clothing one day, a wheel with clothing one day, and pull strips with clothing still another day).

Each format appears to represent a slightly different level of difficulty. Wheels, with the sentence written on the folder (or insert panel), seem the easiest of the three formats. Pull strips are next, and then cards.

ACTION WHEEL — **Select 8 illustrations of interesting actions**

INFINITIVES

Objective: ______ will use "wants/likes/hopes/plans" + infinitive verb with ___% accuracy. Write on the outside of the folder or on an insert panel, "wants, likes, hopes, plans." The student chooses a person to talk about ("my brother, Jeff, the teacher"). For each picture in the window, the student says, "(Subject) wants to (verb). (Subject) likes to (verb). (Subject) hopes to (verb). (Subject) plans to (verb)."

"-S" MORPHEME

Objective: ______ will place "-s" on the third person singular form of verbs with ___% accuracy when describing habitual actions. Write on the outside of the folder or on an insert panel, "Everyday ______ ______s." The student chooses a person to talk about. For each picture in the window, the student says, "Everyday (subject) (verb)s."

SUBORDINATE CLAUSE ("WHEN")

Objective: ______ will modify action sentences with a subordinate clause beginning with "when" with ___% accuracy. Write on the outside of the folder or on an insert panel, "______ will rest when ______ finishes ______ing." The student names the actor in each picture ("the boy, the girl") and provides the appropriate pronoun and the correct verbal ("walking, running").

This activity can also be used for VERBALS and PRONOUNS.

ADVERBS

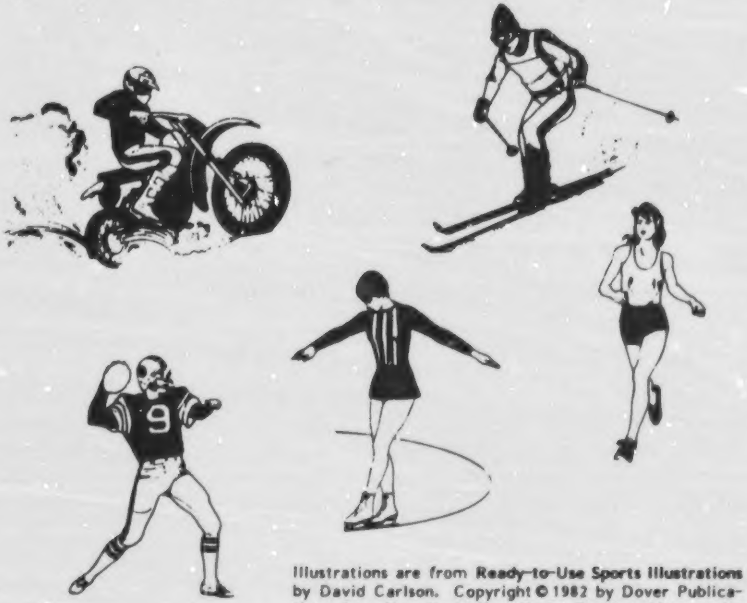
Objective: ______ will select appropriate adverbs to modify action pictures with ___% accuracy. On the outside of the folder or on an insert panel, write appropriate adverbs for the pictured actions ("quickly, reluctantly, happily"). The student selects an adverb for each action pictured and forms a correct sentence.

This activity can also be used for COPULAR "IS."

PAST TENSE VERBS

Objective: ______ will use the correct form of the past tense verb with ___% accuracy when describing action pictures. Write on the outside of the folder or on an insert panel, "Today he is ______ing. Yesterday he ______." The student fills in the first blank with the present tense form of the verb and the second blank with the correct past tense form. Explain to the student that the words "today" and "yesterday" indicate which form of the verb should be used. Ask him/her to complete the sentences for all eight pictures.

This activity can also be used for "-ING."



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TRANSPORTATION WHEEL	Select 8 interesting illustrations of transportation

NEGATIVES

Objective: ______ will use "can" and "cannot" ("can't") with ___% accuracy when describing methods of transportation and how they can be used. Write on the outside of the folder or on an insert panel, "I can(not) ______ a ______. A ______ can(not) ______ a ______." As the student looks at each method of transportation, discuss, through questions, how he/she feels it is best used. Example: "I can't drive a truck. A truck driver can drive a truck."

This activity can also be used for "BUT."

"-S" MORPHEME

Objective: ______ will use the "-s" morpheme on the word "goes" with ___% accuracy when telling where eight different vehicles go. Write on the outside of the folder or on an insert panel, "A ______ goes ______." Ask the student to fill in the blanks for each picture, using the sentence "A (vehicle) goes (preposition + location)."

This activity can also be used for PREPOSITIONS.

INFINITIVES

Objective: ______ will use the infinitive form of the verb with ___% accuracy when discussing how each vehicle is used. Ask the student to tell you who uses each vehicle and why. Example: "A company uses a truck to carry supplies."

SUBORDINATE CLAUSE ("BECAUSE")

Objective: ______ will use "because" with ___% accuracy when stating how two vehicles are alike. Put an illustration of one vehicle (not one of the eight on the wheel) on the folder or insert panel. The student compares the vehicle in the window with the one on the folder by saying, "The ______ and the ______ are alike because . . . ."

This activity can also be used for "AND" and "ARE."

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy when naming vehicles. Write on the outside of the folder or on an insert panel, "This is a ______." Students use the sentence structure when naming all eight vehicles.

OTHER SOURCES OF ILLUSTRATIONS

If you don't have access to reproducible illustrations, try the following sources of pictures:

Animals:	Children's stamp books of animals, generally available in drug stores and supermarkets. A wildlife series of postage stamps.
Clothing:	Mail order catalogs. The advertising section of a Sunday newspaper.
Transportation:	Circulars or brochures from car dealers.
Action:	Frames from the Sunday newspaper comics section.
Objects:	Children's used books (from second-hand stores). Children's activity books.

NOUN WHEEL	**Select 8 illustrations of different objects, or select 8 different illustrations of the same object**

REFERENTIAL COMMUNICATION

Objective: ______ will adequately describe a picture of an object with ___% accuracy so that a listener can locate it. Make two identical wheels. Give one student one wheel and keep the second wheel or give it to another student. The speaker locates one picture and describes it so that the listener can find the same picture. In barrier games such as this, the task is simplified when using pictures of different objects. When using different pictures of the same object, a much more difficult version of the activity can be introduced that involves the use of only one wheel. After the speaker finishes, the listener takes the wheel and attempts to find the picture.

This activity can also be used for COPULAR "IS" and ADJECTIVES.

COMPARATIVES

Objective: ______ will compare object pictures by discussing which is newer, older, larger, smaller, etc., with ___% accuracy. Discuss with the student how different or same objects can vary. Then ask the student to look at two adjacent pictures on the wheel (first one, then the second one) and discuss their differences.

This activity can also be used for COPULAR "IS."

NEGATIVES

Objective: ______ will compare object pictures by discussing what one picture has and one does not have with ___% accuracy. Ask the student to look at two pictures on the wheel and to find something that one picture has and the other picture does not have.

This activity can also be used for "HAS/HAVE."

RELATIVE CLAUSES ("THAT")

Objective: ______ will construct sentences of the form "I like the (noun) that (subordinate clause)" with ___% accuracy. Write the following sentence on the outside of the folder or on an insert panel: "I like the ______ that __________." Ask the student to select an illustration and to tell you about it by mentioning the one element that he/she likes.

This activity can also be used for "HAS."

COPULAR "IS"

Objective: ______ will use the construction "This (noun) is (adjective)" with ___% accuracy. Write the sentence "This ______ is ______" on the folder or on an insert panel. Ask the student to tell you one thing about each picture.

This activity can also be used for ADJECTIVES.

OTHER WHEELS TO MAKE

The variety of wheels you can make is limited only by the amount of time available for construction. Here are some other samples:

Illustrations	**Use**
Opposites:	This (noun) is (adjective).
Dinosaurs:	Past tense verbs.
Sequences:	Past tense verbs.
Sports equipment:	Describe use.
Tools:	Describe use.
Food:	You eat (food) for (meal).
Occupations:	A (occupation title) (verb)s (object).

Pull Strips

Suggested Ages: 5-14

Pull strips are quite similar to wheels in usefulness and appeal.

Like wheels, pull strips reinforce the idea of structure by permitting the student to replace one (or more) element(s) in the target structure with the object pictured on the pull strip.

Unlike wheels, which generally reveal one picture at a time, pull strips can be lined up side by side to allow three or even four elements in a sentence to be altered.

Pull strips also offer a more rapid method of altering the stimulus, so they are superior to wheels for timed drills.

The pull strip holder (a file folder is recommended) can be utilized in several ways:

1. Cue correct production by writing the sentence form the student is to say.
2. Encourage a large number of utterances of the same sentence by drawing 25 stars on the back of the folder. The student says the sentence for each star.
3. Draw a circle that is divided into four sections: "try again, good, better, best." Rate each production or ask the student to do so.

Drill: Pull strips are perfect for drill. The student says the requested sentence one, five, or more times before moving the strip to the next picture.

Interactive Methods: Put a six- to eight-picture sequence in order on the pull strip. Allow the student to describe the sequence first. Then ask the student questions about each picture. Work the student's answers into longer sentences.

Informational Drill: Write a question or a request on an index card. The student appropriately responds for each picture on the pull strip. Examples: If the pull strip pictures various occupations, write on the card, "What tools does each person need?" If the pull strip pictures various objects, write on the card, "Name something that is bigger than this."

Barrier Games: Make two identical pull strips (the holder included). Give one to each student. One student describes a picture for the other student to locate.

Experience: Divide the students into two groups. Show both groups a completed pull strip. Explain that they can request the materials to make their own pull strip. To do so, they must first decide:

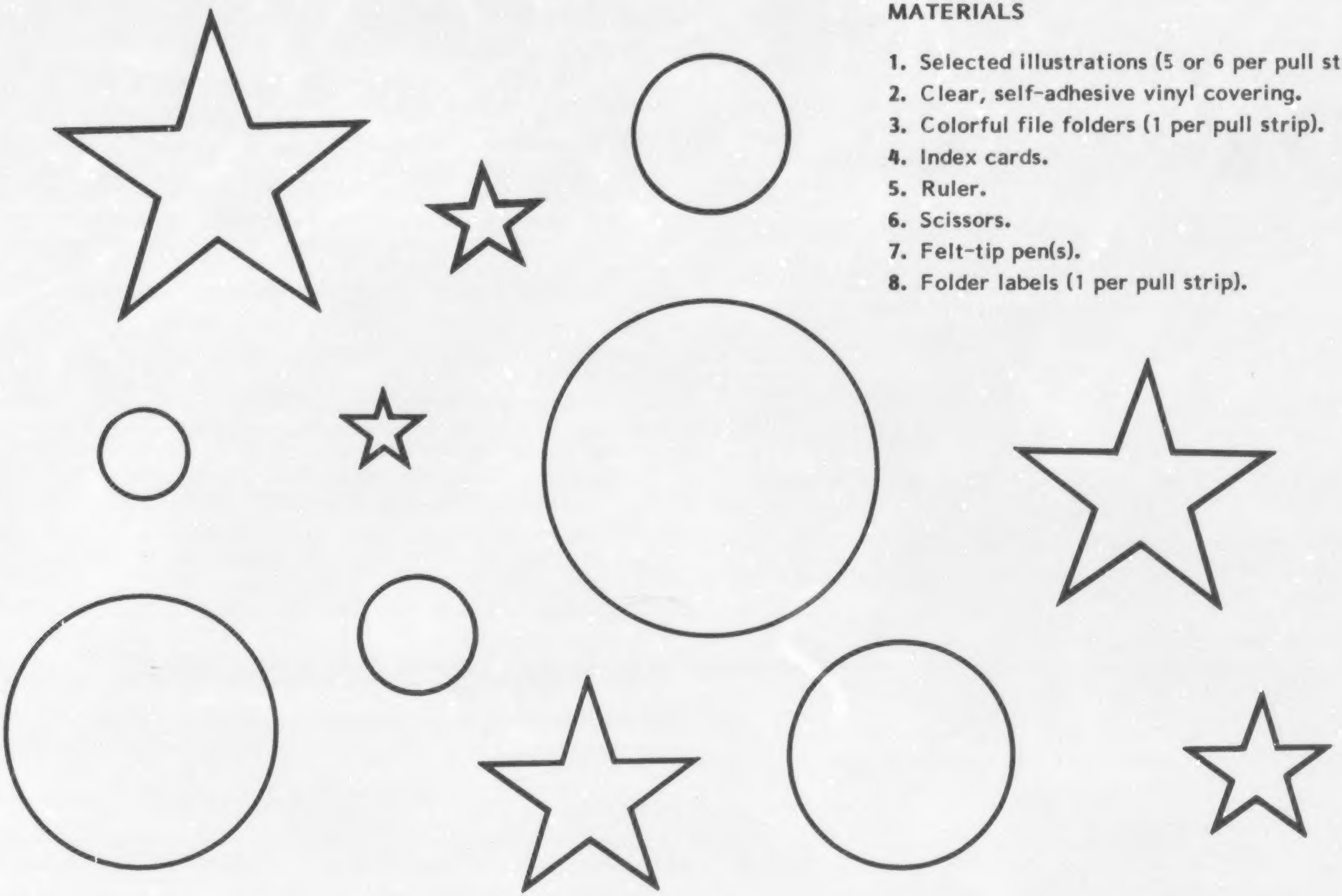
1. The color of the folder.
2. The number and kind of pictures.
3. What the finished material can be used for.

Let the members of each group discuss the questions and then present their ideas to the other group for further discussion. When the two groups have reached an agreement, they request from you the materials needed to make the pull strip.

How to Construct

MATERIALS

1. Selected illustrations (5 or 6 per pull strip).
2. Clear, self-adhesive vinyl covering.
3. Colorful file folders (1 per pull strip).
4. Index cards.
5. Ruler.
6. Scissors.
7. Felt-tip pen(s).
8. Folder labels (1 per pull strip).



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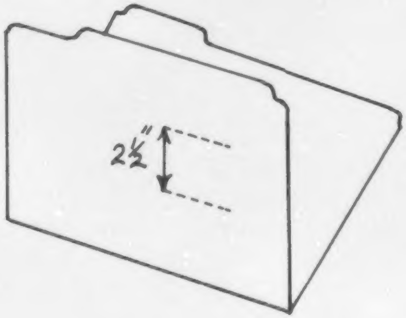
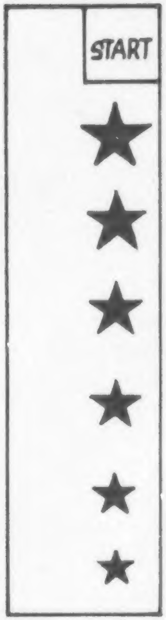
Pull Strips

INSTRUCTIONS

1. Cut two 3" slots in the file folder, one above the other. Place the slots in the front of the folder on the right side.





2. Cut a strip 18" x 5" from the clear vinyl covering. (Cut one vinyl strip for each pull strip you plan to make.)

3. In a corner at the top of the strip, put a 2½" square of paper with the word "START" on it.

4. Below the "Start" square, place the illustrations in a column on one side of the vinyl material.

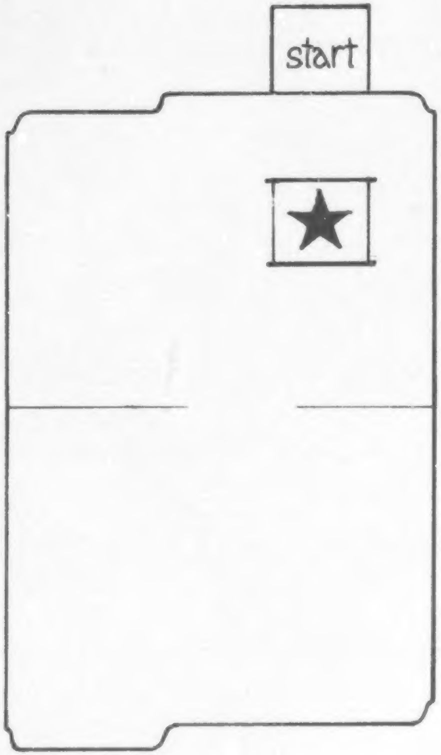
5. Fold the vinyl strip lengthwise so that the illustrations are completely encased in the plastic.

6. Thread the vinyl strip through the slots so that the word "START" appears in the box. (The file folder should be opened flat so that it covers the lower portion of the strip not visible between the slots.) By pulling the strip upward, each of the illustrations should appear in the box.

7. Write or type identifying information (goals or specific type of pull strip) on the file label. Place it on the file tab.

8. Any additional information needed for the activities (carrier phrases, illustrations, production cues, etc.) can be written on index cards.

9. When not in use, the vinyl strip and the index cards can be stored in the file folder.



SIZE AND SHAPE PULL STRIP

Select one shape in 5 or 6 different sizes

COMPARATIVES

Objective: ______ will compare sizes of two shapes by telling which is larger (or smaller) with ___% accuracy. The student slides the pull strip through the viewing space and says, "This (noun) is big. This (noun) is ______." After finishing the entire strip, he/she goes back and says (after locating the correct picture), "This (noun) is the biggest/smallest."

This activity can also be used for COPULAR "IS."

COPULAR "IS" ("WAS")

Objective: ______ will use "is" and "was" with ___% accuracy when comparing the size of a picture with one just removed from view. Use the same activity as above. The student adds an additional sentence comparing the size of the picture previously seen. Example: "This star is bigger. The last star was smaller."

This activity can also be used for COMPARATIVES.

NEGATIVES

Objective: ______ will use "is" and "is not" with ___% accuracy when comparing the size of two shapes. For this activity, you will need to place a copy of one of the shapes on an index card. Ask the student to tell you whether the shape on the pull strip is or is not the same size as the shape on the card.

COPULAR "IS" ("WILL BE")

Objective: ______ will use "will be" with ___% accuracy when guessing the size of an unseen shape. Show the student all the pictures on the strip. Then insert the strip in the parallel cuts. The student tries to remember the size of the forthcoming shape.

Teacher: "Tell me about the next square."
Student: "It will be smaller."
Teacher: "Let's see" (pulls through). "Is it smaller?"
Student: "Yes!"

This activity can also be used for COMPARATIVES.

LISTENING SKILLS

Objective: ______ will find and discuss shapes described by the following words: "first, second, third, fourth, fifth, sixth, biggest, smallest." Ask the student to locate each picture as you describe it ("Find the first ______"). Then say, "Tell me about this ______." ("This is the first ______.")

This activity can also be used for COPULAR "IS."

EXPERIENCES WITH SIZE AND SHAPE

Experiences with objects of different sizes and shapes necessarily precede interest in discussing these qualities in two-dimensional illustrations. To achieve this purpose, the following materials are recommended:

Shape-sorter boxes
Puzzles
Graded sizes of nuts and bolts
Stacking drums
Different sizes of boxes, and objects to put into them
Funnels of different sizes
Sets of mixing bowls
Hinges and different sizes of screws
Organizer trays and objects
A silverware tray and different sizes of spoons

DOUBLE PULL STRIP

Select 2 sets of 5 or 6 related illustrations

On the front of the folder, make two sets of parallel cuts for strips. Place one set of cuts on each side of the folder.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy in the sentence "A ______ goes with a ______." The student pulls the strips until he/she finds two objects that go together. The student describes the relationship between the objects by saying, "A ______ goes with a ______." If you wish, ask the student to justify the choice by using a clause beginning with "because" ("A hammer goes with a nail because you use them together").

This activity can also be used for "BECAUSE."

CONJUNCTIONS ("AND")

Objective: ______ will use "and" with ___% accuracy when describing two pictures. Ask the student to think of one fact that is true for both pictures on the pull strips. Give examples ranging from easy ("I see a _____ and a _____") to difficult ("Both a ______ and a ______ are made of wood"). Help the student to formulate one sentence containing both facts.

Teacher: "What do you see here?"

Student: "A car."

Teacher: "What do you see here?"

Student: "A cow."

Teacher: "We can talk about what you see in this way: You see a car and a cow. You try that."

Student: "I see a car and a cow."

Teacher: "Can you think of one thing that's true of both pictures?"

Student: "They start with the same sound."

Teacher: I'll start the sentence and you finish it. Both 'car' and 'cow'. . ."

Student: "Start with the same sound."

Teacher: "Can you tell me that by yourself?"

This activity can also be used for "BOTH" and COGNITIVE SKILLS.

CONJUNCTIONS ("OR")

Objective: ______ will use "or" with ___% accuracy when discussing alternate choices of objects. This activity depends on having at least one illustration on each strip that can fulfill the same purpose (food, items to take to school, etc.). Ask the student to find and discuss the appropriate pictures using the sentence "We can/could (verb) the ______ or the ______."

This activity can also be used for "BOTH" and MODALS ("COULD").

CONJUNCTIONS ("BUT")

Objective: ______ will use "but" with ___% accuracy when linking two disjunctive sentences. Tell the student, "We're going to talk about a very unhappy person. He wanted everything on this strip for his birthday. He got everything on this strip instead. I'll start. Billy wanted a ______ but he got a ______ instead. Who else would like to take a turn?"

This activity can also be used for PRONOUNS and PAST TENSE VERBS.

NEGATIVES

Objective: ______ will use negatives with ___% accuracy in sentences of the construction "The ______ is not ______." Ask the student to make up a sentence about a picture on the first pull strip ("The toy is new"). Then, for each picture on the second pull strip, the student should discuss the same attribute: "The wagon is new, too. The dog is not new. The desk is not new."

This activity can also be used for COPULAR "IS."

SEQUENCE PULL STRIP

Select 6-8 illustrations of a sequenced activity

SEQUENCING

Objective: ______ will describe a ___-part sequence with at least one conjunctive sentence with ___% accuracy. Ask the student to look at the first picture and tell you what is happening. If appropriate, assist the description with questions. When the student pulls the strip to the second picture, repeat the process. Then ask, "What happened before this?" After the student tells you, model the sentence: "Before (description of second picture), (description of first picture)." Example: "Before the boy caught the horse, he was chasing it." Move to the third picture. Again, model the sentences: "First the boy was chasing the horse. When he caught it" (second picture), "he put a saddle on it" (third picture). After completing the sequence, allow the student to retell it independently.

This activity can also be used for PRONOUNS and SUBORDINATE CLAUSES.

REFERENTIAL COMMUNICATION

Objective: ______ will describe one of ___ events in a sequence with ___% accuracy so that a listener can locate the picture described. For this activity, you may wish to make a set of cards with the same sequence as that on the pull strip. As one student describes a picture on the pull strip, another student locates the same picture in the set of cards.

This activity can also be used for AUXILIARY "IS."

SUBORDINATE CLAUSES

Objective: ______ will link two ideas into one sentence using a subordinate clause with ___% accuracy. Ask leading questions about the sequence: "Why did the girl stop? What happened at the same time the girl stopped?" After the student answers, suggest a way to state the ideas in one sentence: "We can say that this way, 'The girl stopped because the light turned red.' You try it."

This activity can also be used for PRONOUNS.

PAST TENSE VERBS

Objective: ______ will maintain the past tense form when describing a ___-part sequence with ___% accuracy. Ask the student to pretend that the sequences are photos that were taken yesterday. Therefore, everything in the pictures happened yesterday and should be discussed in the past tense.

This activity can also be used for PRONOUNS.

FUTURE TENSE VERBS

Objective: ______ will maintain the future tense form when describing a ___-part sequence with ___% accuracy. Use the same type of procedure as described above. This time, ask the student to pretend the pictures were taken by a time traveler and that they show events that will happen tomorrow.

This activity can also be used for PRONOUNS.

USING CARD DECKS INSTEAD OF PULL STRIPS

Many of the activities in this section can be modified for use with card decks. For example, two decks of illustrated cards placed side by side can substitute for a double pull strip. For the pull strip activities involving shapes or sequences, use a deck of cards stacked so that only one illustration is seen at a time.

PICTURE PARTS PULL STRIP

Select 4 or 5 interesting illustrations of animals

Make two copies of each illustration. Glue one set of illustrations on separate cards. To make the illustrations for the pull strip, cut off two parts from each remaining illustration and attach the parts to the pull strip. For example, use the foot and tail from a rhinoceros, the back and foot from an alligator, the tail and back from an elephant, etc.

MODALS ("MIGHT, COULD, MUST, CAN'T")

Objective: ______ will use modal forms ("might, could, must, can't") with ___% accuracy when speculating on the origin of portions of illustrations. Ask the student to look at an animal part on the strip and then look at each card while saying, "It might be a ______. It could be a ______. It must be a ______. It can't be a ______."

"DO"-REVERSAL QUESTIONS

Objective: ______ will use "does" with ___% accuracy in questions about parts of animals. The student looks at each picture part and determines which animal it might go with. To determine the accuracy of the selection, the student asks questions in the form "Does this (part) go with the (animal)?"

This activity can also be used for "WITH."

MODAL ("COULD")

Objective: ______ will use "could" with ___% accuracy when speculating on the use of animal parts. Explain to the student that different animal parts allow animals to do things that humans can't do. Elephants, for example, can reach for objects with their trunks. Ask the student to look at the body part pictured and to imagine what he/she could do if his/her (body part) looked like that.

This activity can also be used for COGNITIVE SKILLS.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy in the sentence "The ______ goes with the ______." Ask the student to find two parts that belong to the same animal. The student says, for example, "This foot goes with this back."

This activity can also be used for "WITH."

REFERENTIAL COMMUNICATION

Objective: ______ will describe a part of an object with ___% accuracy so that a listener can select it from among ___ others. Give one student the pull strip and let the other students look at the animals on the cards. The student with the strip selects a part and describes it so that the other students can locate it among the cards.

Speaker: "It's a foot."
Listener: "Does it have toes?"
Speaker: "Kind of toes, and it has claws."
Listener: "Is it the alligator's foot?"
Speaker: "Yes."

This activity can also be used for POSSESSIVES.

OTHER ILLUSTRATIONS FOR PICTURE PARTS

The picture parts format can be productively utilized with these other illustrations:

Different buildings (from **Pictures, Please!**). Parts: Windows, doors, chimneys, roofs.

Different insects (from **Desert Life**). Parts: Legs, antennae, wings.

Different fish (from **Thinking Skills**). Parts: Fins, tails, backs (dorsal fins).

HIDDEN PICTURE PULL STRIP

Select 5 or 6 illustrations of individual animals and 1 large composite illustration with the same animals

Attach the composite illustration to the inside of the folder. Use the individual illustrations to make the vinyl strip.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy in the sentence "It looks (comparative phrase)." Allow the student to study the composite picture inside the folder. Turn the folder over and insert the pull strip. The student decides if the illustration on the pull strip looks like the illustration in the large picture and says either, "It looks like the ______ inside," or "It doesn't look like the ______ inside."

This activity can also be used for MODALS and NEGATIVES.

AUXILIARY "IS" ("WAS")

Objective: ______ will use "was (verb)ing" with ___% accuracy when describing a picture previously seen. Show the student the composite picture and then insert the pull strip (as in the previous activity). As the student looks at the pull strip, ask, "What was the ______ doing in the large picture?" For each animal on the pull strip, the student says, "The ______ was (verb)ing."

This activity can also be used for "-ING."

PREPOSITIONS

Objective: ______ will use prepositions to describe the location of objects with ___% accuracy. Show the student the composite picture. Then, as the student looks at each animal on the pull strip, he/she describes that animal's location in the composite picture.

This activity can also be used for COPULAR "IS."

CONJUNCTIONS ("BUT, AND")

Objective: ______ will connect two ideas/sentences with "but" or "and" with ___% accuracy. The student discusses the illustrations on the pull strip and compares them with the illustrations in the composite picture.

Teacher: "What's the ______ doing here?"

Student: "It's standing."

Teacher: "Do you remember what it was doing in the other picture?"

Student: "Yeah. It was eating."

Teacher: "We can put those ideas together like this: Here the ______ is standing, but it was eating in the other picture."

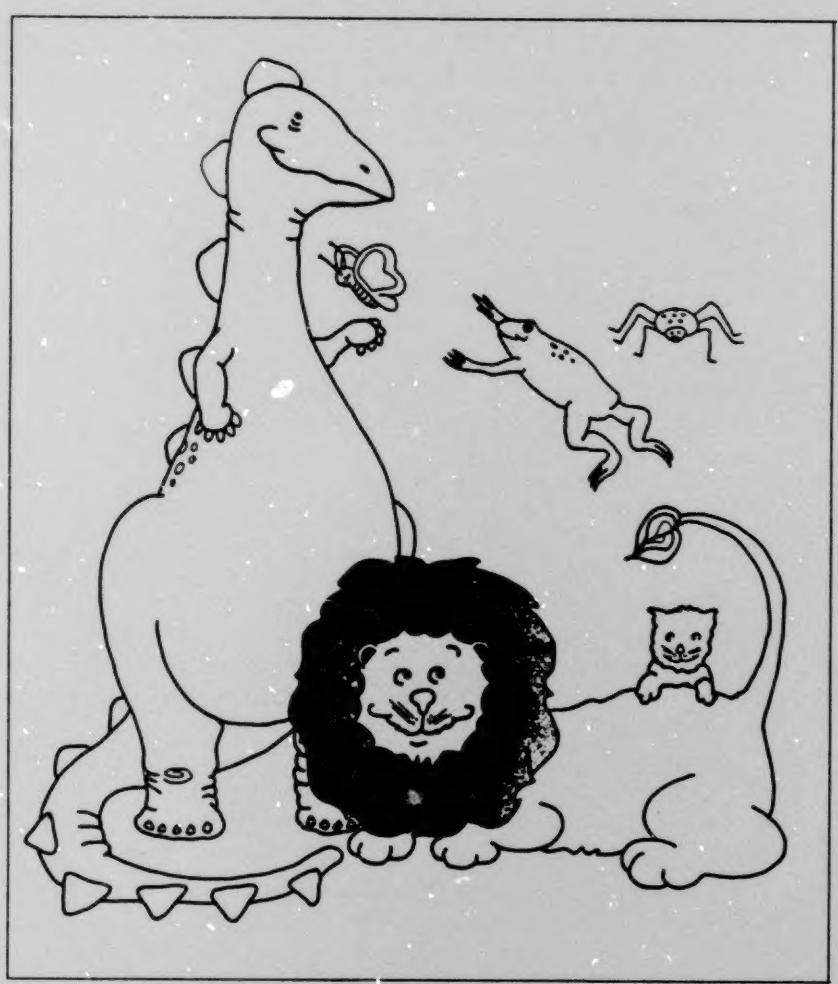
This activity can also be used for COPULAR "IS" and "-ING."

BASIC CONCEPTS ("BOTH")

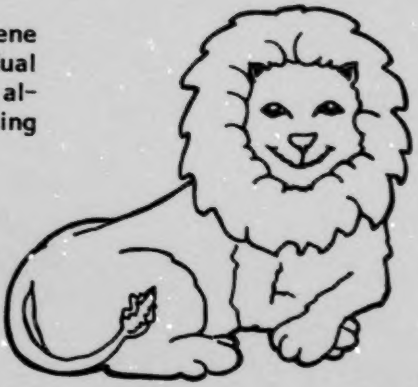
Objective: ______ will use the word "both" with ___% accuracy when describing similar pictures. Ask the student to discuss ways that both pictures are alike. Example: "Both ______ are sleeping. Both ______ have spots."

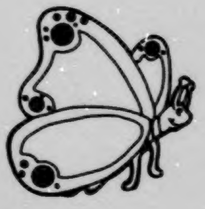
A VARIATION OF THE HIDDEN PICTURE PULL STRIP

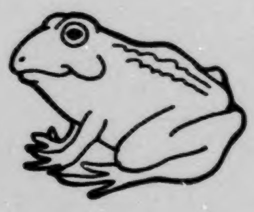
Select a composite picture as described above. For the pull strip, however, use not only the objects/animals from the composite illustration but also some that are not pictured in the composite. This pull strip can be used for teaching negatives ("This is not in the picture") and modals ("This might be in the picture").

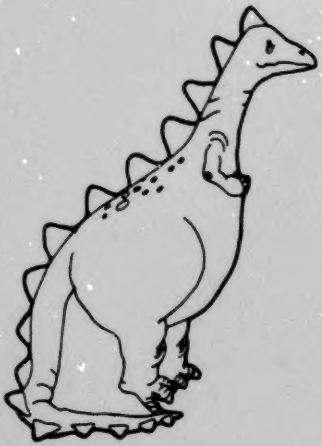


The animals in the scene combined with the individual animals for the pull strip allow a variety of teaching activities.









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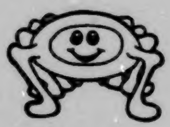

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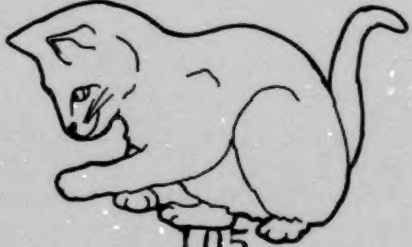

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Flip Books

Suggested Ages: 5-Adult

The complex process of organizing an utterance consists of at least two components:

1. A perception of the relationships among certain objects, actions, and people.
2. A working knowledge of the specific grammatical forms needed to express these relationships.

Many students in language therapy possess a sense of what they want to say, but lack the grammatical knowledge and practice necessary to combine the information into coherent utterances. For example, a child, explaining that the phone rings simultaneously at her house and at her father's next-door office, says, "You call him. It's a call at office, too. Who call family's phone it go upstairs and downstairs" (Freeman, 1977). This child clearly knew what she wanted to communicate, but lacked sufficient knowledge of the linguistic code to enable her to say it.

Flip books are an excellent format for practice in encoding specific information or needs in coherent, fluent sentences. The simultaneous use of several flip books (one of objects, one of locations, etc.) allows each ring-bound book of pictures to represent a different utterance component. Flipping from one picture to another does not distract from the overall structure being learned but, instead, demonstrates the many uses for that particular type of utterance.

The instructor "sets the stage" by posing a problem involving the pictured objects, locations, etc. Example: "You left this" (showing an object) "in this place" (showing a location). "You return to the (location). What do you say?" Possible answers: "Did you see my ______?" or "I left a ______ here. Did you find it?" or "Where could I find a ______ that I lost here?" As the student begins to develop a response ("Where's my ______?"), the instructor acts as a linguistic coach, suggesting additional encoding: "Yes, that's good. But the listener might wonder when you left it there. You could say, 'Where's my ______? I left it here at lunch.'"

After the student and instructor agree on an acceptable utterance, the utterance is drilled by using the remainder of the objects in the flip book: "Where's my pencil? I left it here at lunch. Where's my book? I left it here at lunch."

After the student successfully completes the drill, any number of variations can be used by posing problems such as:

1. The student wants permission to go look for the object.
2. The student wants someone else to look for the object.
3. The student wants to know where the object might have been taken.

These role-playing interactions are a form of informational drill. They assist the student in overcoming linguistic stumbling blocks the student encounters daily. Of course, flip books can be used for other strategies as well.

Drill: Line up several flip books side by side. Use them to represent different parts of speech, clauses, or modifiers. Examples: noun book + verb book + noun book ("The man saw the pencil"), adjective book + noun book + verb book ("The big horse ran"), noun book + prepositional phrase book + verb book ("The dog in the yard ran").

Interactive Methods: Construct a story based on pictures in two or more flip books. Point to the pictures and say, "The boy ran to school." Close the books and ask, "Who ran?" When the student answers correctly, open the appropriate book, point to the picture of the boy, and say, "Yes, the boy ran. What did the boy do?"

Informational Drill: Place two or more flip books side by side. Set a scenario by saying, for example, "A friend is doing this" (point to action) "here" (point to location), "and you want him/her to do it here instead" (second location). "What would you say?" You and the student work together to develop an appropriate utterance—for example, "How would you like to (action) (location) instead?" Then ask the student to use the utterance for all the locations pictured in the book.

Barrier Games: Make two identical flip books with different illustrations of the same object. Put the illustrations in different places in the two books. One student describes an illustration in one of the books, and a second student locates the identical illustration in the other book.

Experience: The student organizes a personal set of illustrations into a flip book. The student makes up a story about the pictures and dictates it to you. Confer with the student on any grammatical changes necessary, then write the appropriate sentences on the back of each card.

Freeman, G. **Speech and Language Services and the Classroom Teacher.** Minneapolis: Council for Exceptional Children, 1977.

ARTICLES ON LANGUAGE TEACHING: THREE EXCERPTS

Language teaching methods mirror what is understood about the language learning process. The following excerpts are from articles that offer theoretical support for the activities in this section:

Rivers, W. "Psychology, Linguistics, and Language Teaching." **English Teaching Forum** 20 (1982): 2-9.

> It was found that students who could use with facility language material in the exact form in which it had been practiced in dialogues or drills were at a loss to adapt this material for the expression of a multitude of personal meanings in communication with others.... Teachers began to realize that if students were to communicate, they needed practice in communicating personal messages, not just formulas.... (p. 3)

Slobin, D., and Welsh, C. "Elicited Imitation as a Research Tool in Developmental Psycholinguistics." In **Studies of Child Language Development**, edited by C. Ferguson and D. Slobin, pp. 485-497. New York: Holt, Rinehart & Winston, 1973.

> It would seem that the child has an "intention to-say-so-and-so"—to use William James' phrase—and has encoded that intention into linguistic form. If that linguistic form is presented for imitation while the intention is still operative, it can be fairly successfully imitated. Once the intention is gone, however, the utterance must be processed in linguistic terms alone—without its original intentional and contextual support. (pp. 489-490)

Strohner, H., Weingarten, R., and Becker, B. "Interactional Conditions of Syntax Acquisition: A Review." **Instructional Science** 11 (1982): 51-69.

> We frame the hypothesis that learning occurs in such a situation in which the child experiences a need for communication but has not as yet at his command language forms which could completely convey his intended meaning.... If in such a situation the adult produces an utterance which is related to the meaning intended by the child, learning should occur with high probability. (p. 64)

How to Construct

MATERIALS

1. Selected illustrations.
2. Small spiral-bound notebooks (1 per flip book), or index cards, a hole punch, and rings (2 rings per flip book).
3. Glue.
4. Felt-tip coloring set (optional).

A variety of sentence constructions can be created with flip books. Use one flip book for each utterance component in the goal construction, and line up the books side by side.

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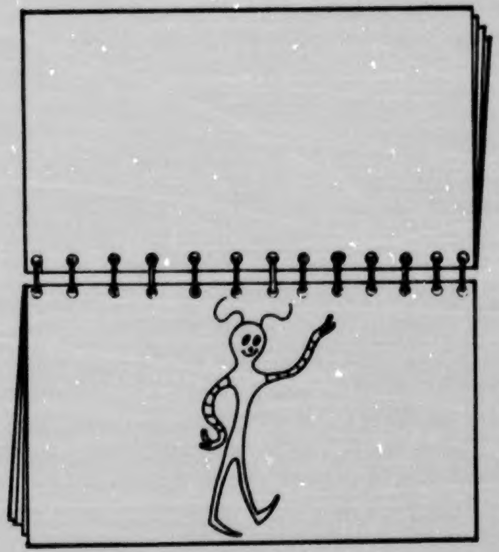
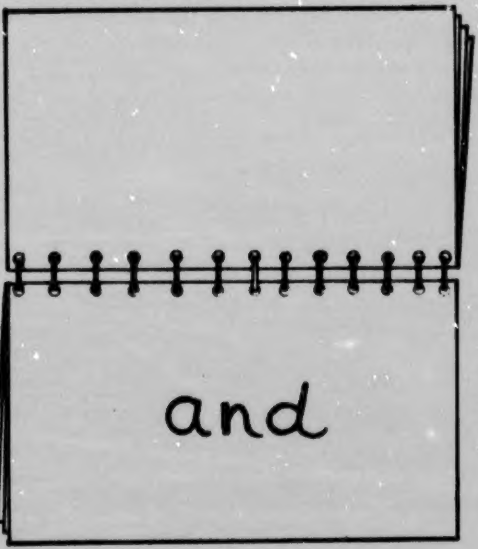
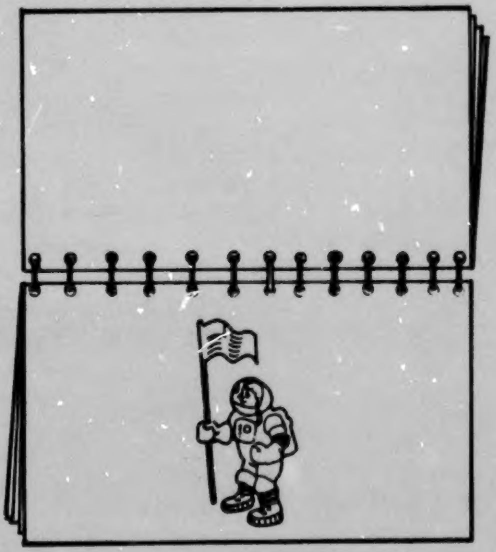






Flip Books

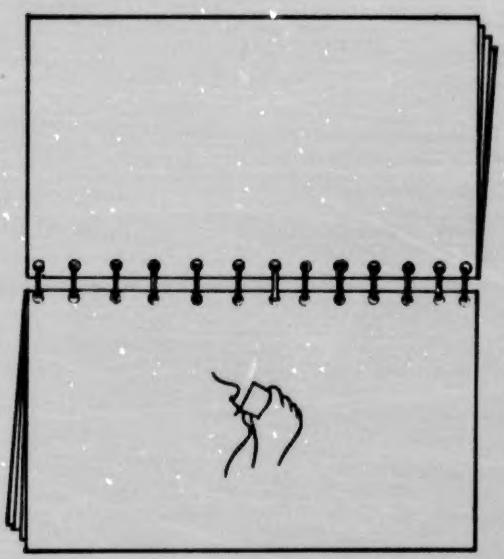
INSTRUCTIONS

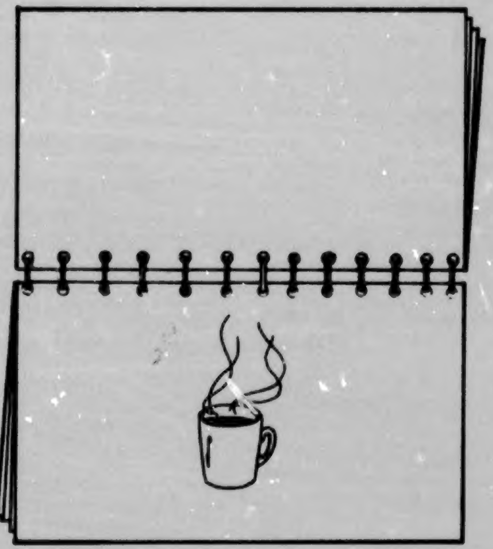
Five different flip books are used in this section of activities. Each group of activities utilizes two of the five books.

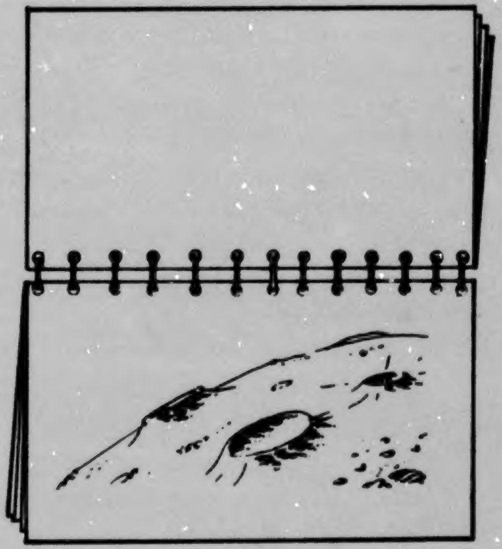
Construct all the flip books in the same manner, varying only the type of illustrations used in each. Select 10 to 20 illustrations for each of the following areas and place each set in a different flip book:

1. People.
2. Objects.
3. Actions.
4. Locations.
5. Clocks showing different times (blank clock faces are in **Pictures, Please!**, p. N39).

1. Cut out the selected illustrations.
2. If desired, color the illustrations with a set of felt-tip markers.
3. Glue the illustrations on index cards or onto the pages of a spiral-bound notebook (one illustration per card or page).
4. If using index cards for the flip books, punch two holes at the top of each card. (Make sure the holes are spaced the same on each card.) Put the rings through the holes to make the flip books.







ACTION AND TIME FLIP BOOKS

Use two flip books, one containing pictures of actions and the other containing pictures of clocks showing different times. Place the books side by side.

After the student establishes an appropriate response, modify the sentence by flipping through the pictures in one or both books.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice a request that someone stop an action by a specific time. Ask the student what he/she would say to get someone to stop doing "this" (point to action) by "this time" (point to clock). Examples:

"I want you to stop ______ing by ______."

"You will stop ______ing at ______."

"Please stop ______ing at ______."

"Plan to stop ______ing at ______."

"Do you intend to stop ______ing? What time? How about at ______?"

Depending on the specific sentence used, this activity may also be used for INFINITIVES.

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice a request to maintain an action until a specific time. Ask the student what he/she would say to get permission to keep doing "this" (point to action) until "this time" (point to clock). Examples:

"Can I ______ until ______?"

"I don't want to stop ______ing until ______."

"I would like to keep ______ing until ______."

Depending on the specific sentence used, this activity may also be used for "UNTIL."

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice a request for information about an activity performed at a specific time. Ask the student what he/she would say to find out if someone was doing "this" (point to action) yesterday at "this time" (point to clock). Examples:

"Were you ______ing yesterday at ______?"

"Did you ______ yesterday? Was it around ______?"

"I saw someone ______ing yesterday at ______. Was it you?"

"What were you doing yesterday at ______? ______ing?"

Depending on the specific sentence used, this activity may also be used for PAST TENSE VERBS.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice a request for assistance in an activity at a specific time. Ask the student what he/she would say to get help with learning or doing "this" (point to action) at "this time" (point to clock) tomorrow. Examples:

"I'd like you to help me ______ tomorrow at ______."

"Can you show me how to ______ tomorrow at ______?"

Depending on the specific sentence used, this activity may also be used for INFINITIVES.

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice an informative statement about an activity to be performed at a specific time. Ask the student how he/she would tell you that someone ("my brother/my teacher/I") will do "this" (point to action) tomorrow at "this time" (point to clock). Examples:

"My brother's going to ______ tomorrow at ______."

"My teacher will ______ tomorrow at ______."

Depending on the specific sentence used, this activity may also be used for FUTURE TENSE VERBS.

PEOPLE AND ACTION FLIP BOOKS

Use two flip books, one containing pictures of people and the other containing pictures of actions. Place the books side by side.

After the student establishes an appropriate response, modify the sentence by flipping through the pictures in one or both books.

FUNCTIONAL COMMUNICATION (RITUALIZING)

Objective: ______ will participate in polite conversation appropriate to any activity. Tell the student to pretend he/she is doing "this" (point to action) with "this person" (point to person). Ask for samples of appropriate conversation to accompany the activity. If you wish, discuss with the student the role of polite conversation in interactions. Examples:

"Do you ______ often?"

"What do you think of ______ing?"

"I really like to ______. How about you?"

Depending on the specific sentence used, this activity may also be used for "IS"-REVERSAL QUESTIONS, "DO"-REVERSAL QUESTIONS, and "WH-" QUESTIONS.

FUNCTIONAL COMMUNICATION (FEELING/CONTROLLING)

Objective: ______ will develop and practice a request that he/she be included in an activity. Tell the student that a group of students are doing "this" (point to action) and that he/she would like to join them. The student asks "this person" (point) if he/she can be included. Examples:

"May I ______?"

"I really like to ______."

"Can I ______ with you?"

Depending on the specific sentence used, this activity may also be used for MODALS.

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice an informative statement about an observed activity. Ask the student to tell you that he/she saw "this person" (point) doing "this" (point) yesterday. Examples:

"I saw ______ yesterday and he/she was ______ing."

"______ ______ed yesterday."

"I saw ______ ______ing yesterday."

Depending on the specific sentence used, this activity may also be used for PAST TENSE VERBS, CONJUNCTIONS, and VERBALS.

FUNCTIONAL COMMUNICATION (IMAGINING)

Objective: ______ will develop and practice an instructional statement appropriate to a specific activity and person. Tell the student that he/she is responsible for teaching "this person" (point) how to do "this" (point). Examples:

"You just take some food and put it into your mouth" (picture of "eating").

"You use two pieces of wood to slide down a snowy hill" (picture of "skiing").

FUNCTIONAL COMMUNICATION (FEELING)

Objective: ______ will develop and practice verbalizations to convey approval and maintain an activity. Tell the student that "this person" (point) is doing "this" (point). The student likes the action and would like the person to continue. Examples:

"I hope you keep ______ing."

"Would you please continue ______ing."

"Don't stop ______ing."

Depending on the specific sentence used, this activity may also be used for MODALS.

PEOPLE AND OBJECT FLIP BOOKS

Use two flip books, one containing pictures of people and the other containing pictures of objects. Place the books side by side.

After the student establishes an appropriate response, modify the sentence by flipping through the pictures in one or both books.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice a method for retrieving an object. Ask the student what he/she would say to ask "this person" (point) to return "this" (point). Examples:

"Please give me back my ______."

"The ______ is mine. I'd like it back."

"I need that ______. Please give it to me."

Depending on the specific sentence used, this activity may also be used for POSSESSIVES.

FUNCTIONAL COMMUNICATION (RITUALIZING)

Objective: ______ will suggest polite conversational responses when being shown an object. Ask the student to suggest appropriate comments to make if "this person" (point) shows "this" (point) to him/her. Examples:

"That's a really nice ______."

"Your ______ is pretty."

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice ways to get information about a lost object. Tell the student that "this person" (point) has lost "this" (point). Ask the student what to say in order to help the person locate the object. Examples:

"Where did you lose this ______?"

"Can I help you find the ______?"

"Where did you last see the ______?"

Depending on the specific sentence used, this activity may also be used for "WH-" QUESTIONS.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice requests to borrow an object from a specific person. Point out that students may make different requests to different people. For example, teachers are generally spoken to more politely than friends. Ask how the student would ask to borrow "this" (point) from "this person" (point). Examples:

To a peer: "Let me use your ______."

To a teacher: "May I please borrow your ______?"

Depending on the specific sentence used, this activity may also be used for PRONOUNS.

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice an informative statement about a person's past use of an object. Ask the student how he/she would tell you that "this person" (point) used "this" (point) yesterday. Examples:

"______ had the ______ yesterday."

"______ ______ed with the ______ yesterday."

Depending on the specific sentence used, this activity may also be used for PREPOSITIONS.

To increase vocabulary, try adding illustrations of unfamiliar objects.

Introduce the pictured object, discuss it, then use it in the flip book activities.

OBJECT AND ACTION FLIP BOOKS

Use two flip books, one containing pictures of objects and the other containing pictures of actions. Place the books side by side.

After the student establishes an appropriate response, modify the sentence by flipping through the pictures in one or both books.

FUNCTIONAL COMMUNICATION (RITUALIZING)

Objective: ______ will develop and practice ways to interrupt another person's ongoing activity. Tell the student that he/she has lost "this" (point to object) and wants "this person" (point to person in action picture) to help find it. However, the person is doing "this" (point to action). Examples:

"Excuse me for interrupting you. Have you seen my ______?"

"Excuse me. Could you help me find my ______ when you finish ______ing?"

Depending on the specific sentence used, this activity may also be used for SUBORDINATE CLAUSES.

FUNCTIONAL COMMUNICATION (IMAGINING)

Objective: ______ will relate an object to an action. Ask the student how he/she might use "this" (point) while doing "this" (point). Example:

"I could (verb) a (noun) while I (verb)."

Depending on the specific sentence used, this activity may also be used for MODALS.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will state a two-part plan. Tell the student to make up and tell a plan involving both the object and the action. Example:

"First we will ______, then we will wash the ______."

Depending on the specific sentence used, this activity may also be used for SEQUENCING.

FUNCTIONAL COMMUNICATION (IMAGINING)

Objective: ______ will tell what happened to an object during an action. Tell the student to make up and tell an event involving both the action and the object. Examples:

"I lost the ______ while I was ______ing."

"I saw the ______, then I ______ed."

"I broke the ______ before I ______ed."

Depending on the specific sentence used, this activity may also be used for PAST TENSE VERBS.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will request an object at a specific time. Ask the student to tell you that he/she will need "this" (point) as soon as he/she finishes doing "this" (point). Examples:

"I'm going to finish ______ing soon and I'll need the ______."

"As soon as I stop ______ing, I'll need to have the ______."

Depending on the specific sentence used, this activity may also be used for SUBORDINATE CLAUSES.

Check with your local copy service to see if plastic spiral binding is available. If so, you can make flip books by putting the illustrations on index cards, then taking the cards in for binding.

OBJECT AND LOCATION FLIP BOOKS

Use two flip books, one containing pictures of objects and the other containing pictures of locations. Place the books side by side.

After the student establishes an appropriate response, modify the sentence by flipping through the pictures in one or both books.

FUNCTIONAL COMMUNICATION (IMAGINING)

Objective: ______ will participate in dialogue concerning transferral of an object from one place to another. Ask two students to role play a situation. One student wants to take "this" (point to pictured object) and put it "here" (point to pictured location). The other student wants the object to remain where it is. Example:

Student 1: "I'm gonna take this to the kitchen. OK?"

Student 2: "No, I want it to stay right there."

Depending on the specific sentence used, this activity may also be used for PREPOSITIONS.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice a way to locate the owner of a found object. Tell the student that he/she found "this" (point) "here" (point). Ask what he/she would say to find the owner. Examples:

"I found a ______ in the ______. Does it belong to anyone?"

"Did anyone leave a ______ in the ______?"

Depending on the specific sentence used, this activity may also be used for ARTICLES.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will develop and practice a way to ask someone to locate and deliver a particular object. Ask the student how he/she would ask someone to get "this" (point) from "this place" (point) and bring it to him/her. Examples:

"Can you get the ______ from the ______ for me?"

"Will you please bring me the ______? It's in the ______."

Depending on the specific sentence used, this activity may also be used for PREPOSITIONS.

FUNCTIONAL COMMUNICATION (INFORMING)

Objective: ______ will develop and practice a way to justify leaving a particular object in a specific place. Ask the student how he/she would explain that "this" (point) was left in "this place" (point) because he/she had too much to carry. Examples:

"I put the ______ in the ______ because my arms were full."

"I was carrying a lot and I couldn't carry the ______, so I left it in the ______."

Depending on the specific sentence used, this activity may also be used for "BECAUSE" and CONJUNCTIONS.

FUNCTIONAL COMMUNICATION (FEELING)

Objective: ______ will develop and practice an expression of unhappiness at an object's location. Ask the student how he/she would tell someone that finding "this" (point) "here" (point) made him/her unhappy. Examples:

"I was unhappy when I saw the ______ in the ______."

"______s aren't supposed to be in ______s."

"I didn't like to see the ______ in the ______."

Depending on the specific sentence used, this activity may also be used for SUBORDINATE CLAUSES.

For the activities in this section, flip books can be replaced by stacks of appropriate picture cards.

Card Decks

Suggested Ages: 5-Adult

The most popular and enduring format for teaching language consists of individual picture cards, divided by category and ready to use in a variety of ways. Cards can be used for games and drill, and substituted for the actual object in a wide number of activities.

Use of cards depends on the categories selected for a set. Noun categories are easy to identify and to collect: toys, food, occupations, animals, tools, vehicles, clothing, appliances, furniture. Organization by parts of speech can also make useful card sets: nouns, verbs, prepositions, modifiers. Simon (1980) organized the picture cards in her kit by current syntactic and semantic goals, such as agent-action, object-location, and reflexive pronouns. Simon's method of organization can also be used with cards made from reproducible illustrations.

Committing some time to the construction of "specialty" sets, such as the Embedding Card Decks presented in this section, can result in materials excellent for junior high and high school groups. Other specialty sets appropriate for older students include:

1. Bingo sets: On each card, place twelve small illustrations (three rows of four illustrations each).

2. Similar objects: Collect illustrations of objects that are related through function (an eraser, a shovel, and a rag used to remove things), or composition (a ball, eraser, and tire made of rubber).
3. Comparison sets: Select three illustrations of objects. Arrange them in ten different ways for ten different cards. (For example, one card with one object, one with two, one with all three, several with the objects' positions rearranged, one with the objects in a straight row, one with them scattered, etc.)

Uses for cards form the basis of many therapy and idea manuals. As a two-dimensional substitute for objects, they can be used in as many different ways as the instructor can imagine.

Drill: Place two sets of cards side by side (vehicles and locations, for example). Present drill sentences that involve both sets. Example: "I took a (vehicle) to the (location)."

Interactive Methods: Present one fact about each card, then ask for both the given information and the implied information. Example: "The jar is larger than the fly. Tell me about the jar. Now tell me about the fly."

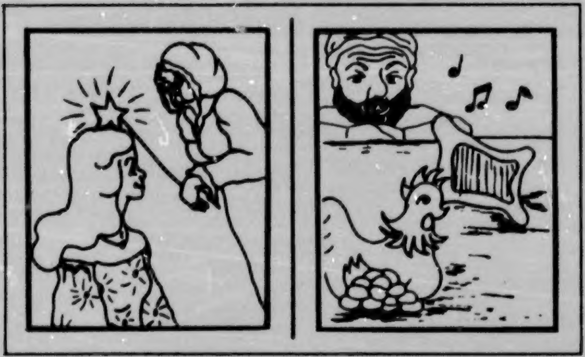
Informational Drill: Invent a two-part dialogue for the students to share. Have them add specific information pertinent to each picture card. At the end of the dialogue, students trade roles. Example:

Student 1: "Is this your (object)?"
Student 2: "No, my (object) is (has a) (attribute). This (object) is (person)'s."

Barrier Games: Make two identical sets of cards. Give one set to each student. With a desk-top barrier between the students, one student creates an arrangement of the cards, then describes the arrangement so that the listening student can duplicate it.

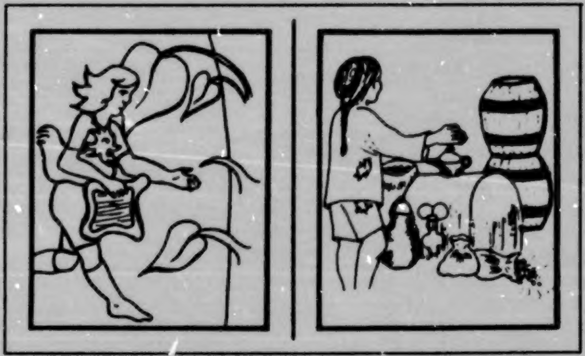
Experience: Ask students which of the pictured objects they have ever seen or used. Determine, through discussion, details of their experience with the object.

How to Construct



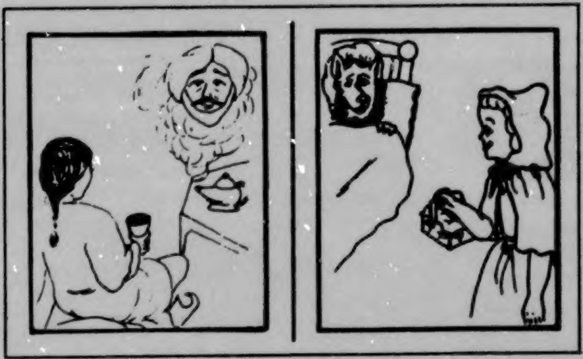
Sequence dominoes can spark interest in relating two-part sequences. A student finds the first picture of a sequence on the right side of any domino. After describing the picture, the student asks the listener to locate the second picture which is on the left side of one of the dominoes.

For a game, divide the dominoes among students. A student describes the left or right side of a domino, then asks for the other picture in the sequence.



MATERIALS

1. Selected illustrations.
2. Index cards.
3. Scissors.
4. Glue.
5. Black felt-tip marker.
6. Felt-tip coloring set (optional).
7. Laminating materials.



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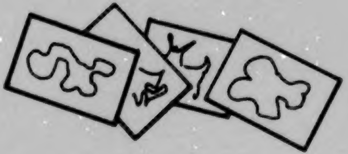
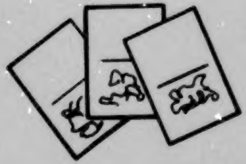
Card Decks

INSTRUCTIONS

1. Cut out the illustrations and glue them onto index cards, one illustration per card.

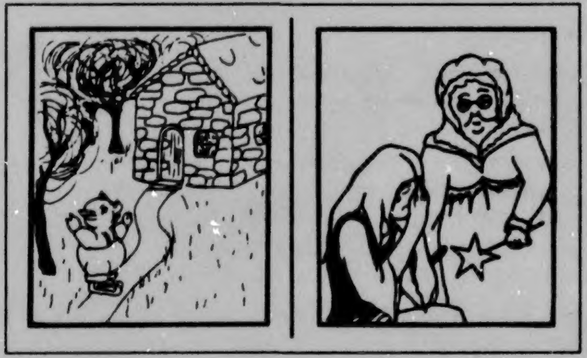


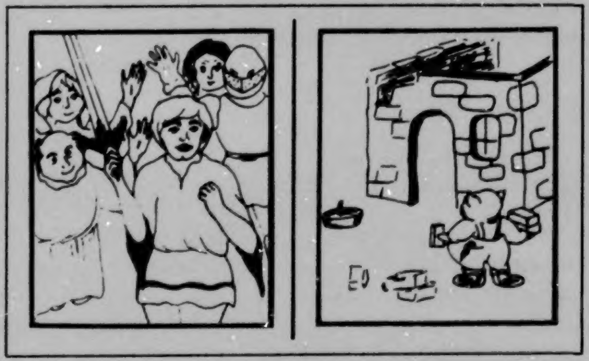
2. When making EMBEDDING CARD DECKS, draw a line across each index card to divide it in half. Place an illustration on the bottom half of each card. (Illustrations must be half the size of the index card, so reductions may be necessary.)

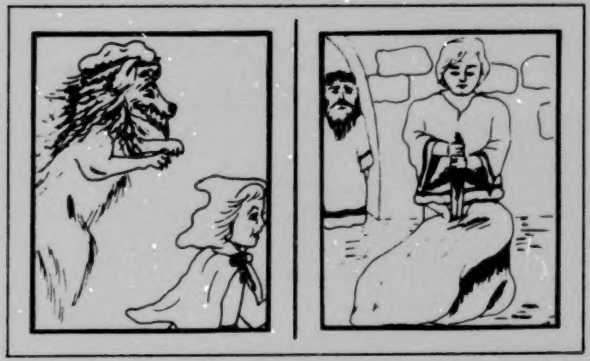


3. If desired, color the illustrations with felt-tip markers.

4. Laminate the cards.







NEGATIVES

Objective: ______ will use implied negatives ("missing, except, absent, without") in sentences with ___% accuracy. Write each negative on a separate index card. Spread one set of illustrations face up on the table. Ask the student to select one negative card and to construct a sentence about the pictures. When necessary, manipulate the pictures to agree with the selected negative. Example: After the student selects the word "missing," remove one picture. The student says, "One of the zebras is missing."

This activity can also be used for COPULAR "IS."

RELATIVE CLAUSES ("THAT")

Objective: ______ will use relative clauses containing "that" with ___% accuracy when discussing past actions. Spread one set of illustrations face up on the table. Touch one picture, then allow each student to touch a picture. Shuffle the pictures, then hold them up one at a time, saying, "Tell me about this one." Students respond by saying, "That's the (picture) that I/(name) touched."

This activity can also be used for MEMORY.

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will use "because" with ___% accuracy when discussing past observed actions. Create a scenario involving an item appropriate to the illustration set. If using pictures of zebras, for example, make a small bundle of pretend hay. Give it to the student and say, "Ask this zebra if it wants some."

Student: "Do you want some hay?"

Zebra 1 (Teacher): "No, I'm too tired."

Student: "Do you want some hay?"

Zebra 2 (Teacher): "No, I just ate."

Student: "Do you want some hay?"

Zebra 3 (Teacher): "Oh, yes! Thank you! Gobble, gobble."

Student: "Do you want some hay?"

Zebra 4 (Teacher): "No, thank you. I only eat oats."

Then question the student: Point to a zebra and ask, "Did this zebra eat hay? Why not?" If you wish, continue this activity by pointing to each zebra and saying, "Tell me about this zebra." ("That's the one that was too tired.")

This activity can also be used for MEMORY and RELATIVE CLAUSES.

CONJUNCTIONS ("AND, BUT")

Objective: ______ will use the conjunctions "and" and "but" with ___% accuracy when describing aspects of pictures. Make a statement about one of the pictures ("This zebra is eating"), then compare it with another picture ("But this one isn't"). Then tell the student that you will start a sentence and he/she is to finish it. Example: (Teacher) "This zebra has stripes . . ." (Student) "and this one does too."

This activity can also be used for PRONOUNS.

REFERENTIAL COMMUNICATION

Objective: ______ will describe one of several illustrations with ___% accuracy so that the listener can select the one described. Either make two identical sets of cards, or number the set of cards and write the same numbers on individual index cards. Spread the set of picture cards face up on the table. Give the speaker the other set of pictures or the set of numbers. The speaker selects a card from his/her hand. If a picture, he/she describes it. If a number, he/she looks at the face-up pictures on the table, finds and then describes the one with the same number. The listener locates the described picture.

This activity can also be used for COPULAR "IS."

COMMON CATEGORIES CARD DECKS

Select 20 to 40 illustrations per category

Make several card decks, each consisting of illustrations from one category. Sample categories are food, tools, clothing, occupations, transportation, furniture, places, everyday objects, people.

RELATIVE CLAUSES

Objective: ______ will combine two sentences into one sentence containing a relative clause with ___% accuracy. Select the clothing deck and the people deck. Make up a sentence for each card ("The boy wore a coat. The coat is red"). Students take turns combining the sentences ("The coat that the boy wore is red").

This activity can also be used for PAST TENSE VERBS ("WORE").

COPULAR "IS" ("WAS")

Objective: ______ will respond differentially to "is" and "was" with ___% accuracy when asked questions regarding location. Place five cards in front of the student. Ask, "Where is the (object)?" The student should answer with a prepositional phrase ("beside the ______," or "between the ______ and the ______"). Move one of the cards to a new position. Then ask, "Where is the (object) now? Where was the (object)?"

This activity can also be used for PREPOSITIONS and BASIC CONCEPTS.

ADVERBS

Objective: ______ will use adverbs with ___% accuracy to discuss frequency of events. Use a deck related to specific use (such as food or clothing). Write the following words on separate index cards: never, rarely, seldom, occasionally, sometimes, frequently, often, always, ever. Stack the word cards face up so that only the one on top shows. Beside the word cards, place the picture cards stacked face up. Use the top word and picture in a question ("Do you eat eggs frequently?"). The student answers ("No, I never eat eggs," or "Yes, I frequently eat them"). Remove both cards so that new cards are showing. Now it's the student's turn to ask you a question in the same way.

This activity can also be used for "DO"-REVERSAL QUESTIONS.

REFERENTIAL COMMUNICATION

Objective: ______ will describe a card with ___% accuracy so that a listener can locate it. Make two identical sets of cards. Give one set to the student and keep one for yourself. Ask the student to pick one card and to describe it so you can locate the identical card in your set.

This activity can also be used for COPULAR "IS."

NOUN-VERB AGREEMENT

Objective: ______ will use "is" and "are" in sentences with ___% accuracy. Select a picture and name it ("This is a hat"). Then tell one thing about the object, using the plural form ("We put hats on our heads," or "Hats can be made of straw or wool"). Ask the student to provide the same type of information for the next picture.

This activity can also be used for COPULAR "IS."

Students respond well to card decks compiled from a variety of sources. In addition to reproducible illustrations, add cards made from student workbooks, activity books, catalogs, comic books, and full-color advertising from the Sunday newspaper.

TWO-PART PICTURE CARD DECKS	**Select 10 to 15 illustrations that have an easily removable part**

Cut out one part from each pictured object, such as the roof of a house, the tire of a car, a horse's tail, etc. Place the object parts and the remainder of the objects on separate index cards.

"DO"-REVERSAL QUESTIONS

Objective: ______ will use "Do"-reversal questions with ___% accuracy. Give one student the cards showing picture parts. Give the remaining object cards to another student. The student with the picture parts asks, "Do you want a (part)?" The other student says, "Yes, I do," or "No, I don't." If the student says "yes," the first student continues, "What kind of (part) do you want?"

This activity can also be used for POSSESSIVES and FUNCTIONAL COMMUNICATION.

"-S" MORPHEME

Objective: ______ will use "-s" in "needs" and "goes" with ___% accuracy. Give one student the entire deck. The student turns the cards over one by one, saying (if a part), "This (part) goes with the (object)," or (if an object), "This (object) needs a (part)." The object cards are placed on the table face up. The parts are either matched to an object or, if the needed object is not yet available, returned to the deck.

This activity can also be used for PREPOSITIONS.

"WH-" QUESTIONS

Objective: ______ will use "Wh-" questions with ___% accuracy to determine the location of pictures. Give one student the object cards and another student the cards showing object parts. The student with the object parts selects four cards and lays them face down. The student with the objects asks, "What do you have?" and receives an answer ("A wheel, a tail, a leg, and a handle"). The student then asks, "Where is the ______?" The answering student must point out the correct illustration from memory. The questioning student takes the card pointed out.

This activity can also be used for FUNCTIONAL COMMUNICATION and MEMORY.

COMPARATIVES

Objective: ______ will use comparatives with ___% accuracy when describing different objects. Give the student the object cards. Display all the parts. The student asks for the desired part by using comparatives. Examples: "I want the smaller one. Give me the longer one."

This activity can also be used for FUNCTIONAL COMMUNICATION.

NEGATIVES

Objective: ______ will use "would not" with ___% accuracy when describing why certain pictures do not go together. Place the wrong part and object together (the roller skate wheel with the wagon, for example). Ask the student to tell you whether it would or would not work and why.

This activity can also be used for "BECAUSE."

A variety of illustrations appropriate for this activity are available in **Pictures, Please!** Among them are:

Page N4:	puppy (part: tail); horse (part: tail); mouse (part: tail); fish (part: tail).
Page N10:	roller skate (part: wheel); wagon (part: wheel); skateboard (part: wheel).
Page N14:	table (part: leg); chair (part: leg).
Page N15:	refrigerator (part: handle); toilet (part: handle).
Page N19:	coffee pot (part: handle); pan (part: handle).

EMBEDDING CARD DECKS

Select 15 to 20 illustrations of actions

Draw a heavy line across each index card to divide it in half. Place an illustration on the bottom half of each card. (Note: **Ready-to-Use Sports Illustrations** are particularly good for these cards.)

The blank part of each card represents the first component of a sentence ("I didn't do my homework because . . ."), while the illustration depicts the second component (". . . I was skiing"). For each card, the student must verbalize both components.

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will link two sentences together by using "because" with ___% accuracy. Tell the student that each card provides an answer to the question, "Why didn't you do your homework?" The student is to answer "because," then describe the action on the card ("Because I went horseback riding. Because I was skiing"). After going through all the pictures, ask the student to say for each card, "I didn't do my homework because (picture description)." Continue the activity by presenting other sentences appropriate to the student's life style: "I can't go to the movies because . . . . I'm not going shopping because . . . . I got the car because . . . ."

This activity can also be used for PAST TENSE VERBS and PRONOUNS.

SUBORDINATE CLAUSES ("UNLESS")

Objective: ______ will link two sentences together by using "unless" with ___% accuracy. Use the same activity as outlined above, but change the main sentence to something that goes well with "unless": "I'll be sad unless . . . . I'll save my money unless . . . . I'll do my homework unless . . . ."

This activity can also be used for PRONOUNS.

SUBORDINATE CLAUSES ("BEFORE, AFTER")

Objective: ______ will link two sentences together by using "before" or "after" with ___% accuracy. Use the same activity as outlined above, but change the main sentence to something that goes with "before" and "after": "I have to clean my room before . . . . I went to bed after . . . ."

This activity can also be used for PRONOUNS.

RELATIVE CLAUSES ("WHO")

Objective: ______ will link two sentences together by using "who" with ___% accuracy. Tell the student that you will start a sentence and he/she is to finish the sentence by saying, ". . . who is (verb)ing." Present sentences such as, "I know the boy . . . . I can't see the girl . . . . I talked to the woman . . . ." Then ask the student to repeat the entire sentence.

This activity can also be used for MEMORY.

SUBORDINATE CLAUSES ("WHEN")

Objective: ______ will link two sentences together by using "when" with ___% accuracy. Use the same activity as outlined above, but change the main sentence to go with "when": "I remember when . . . . I never feel tired when . . . . I'm always happy when . . . ."

This activity can also be used for PRONOUNS.

When using embedding cards, you may find the blank part of the card is an inadequate cue for production of both the main clause of the sentence and the subordinating conjunction. In this case, try writing the particular subordinate conjunction in the blank half of one card in the deck. If this is not sufficient, also write the main clause in the blank space.

PICTURE SET CARD DECKS

Select several sets of 4 illustrations each

A Picture Set Card Deck consists of several sets of four matching or related cards. The card decks can be made in a variety of ways. Following are some suggestions:

1. Category sets of four illustrations each.
2. Sets of four identical illustrations of objects.
3. Sets of related illustrations, such as things found in the sky (kite, airplane, bird, cloud), or things made of metal (scissors, safe, fork, nail). Similarly, a deck containing sets of object parts can be made from the "Parts of a Whole" sheets in **Group Games Galore.**
4. Several large—and obviously different—illustrations, each cut into four pieces.

INFINITIVES

Objective: ______ will use infinitives with ___% accuracy. Deal the cards to the students. Each student places three cards face up on the table. During play, each student tries to make a four-card set by obtaining other students' cards and/or by keeping some of his or her own cards. Students take turns pointing to another student's face-up card and saying, "I would like to have this card." The owner of the card may either give permission or deny it by saying, "You may not have it because I want to keep it." When keeping a card, the owner returns it to his/her hand and places another card face up on the table. The student who requested it continues asking other students for a card until permission is granted. Play continues until someone assembles a card set.

This activity can also be used for "BECAUSE."

FUNCTIONAL COMMUNICATION

Objective: ______ will make polite requests for cards with ___% accuracy. Play as outlined above, but this time the students place the cards face down. Students take turns pointing to another student's face-down card and asking, "May I have this card?" or "Can I take this card?" The owner of the face-down card must remember its identity or risk giving away part of his/her card set.

This activity can also be used for ARTICLES and MEMORY.

"DO"-REVERSAL QUESTIONS

Objective: ______ will ask questions using the correct form of "do" with ___% accuracy. Deal the cards to the students. Each student attempts to collect the cards matching (or related to) one of the cards in his/her hand. During each turn, a student shows a card and asks the other students questions such as, "Do you have a card to go with this one?" or "Does anyone have a card to go with this one?" Upon receiving an affirmative response, the student negotiates a trade by offering other cards from his/her hand and saying, "Do you want this card?" until the responding student sees a card he/she wants. Play continues until one student acquires a predetermined number of sets.

This activity can also be used for NOUN-VERB AGREEMENT.

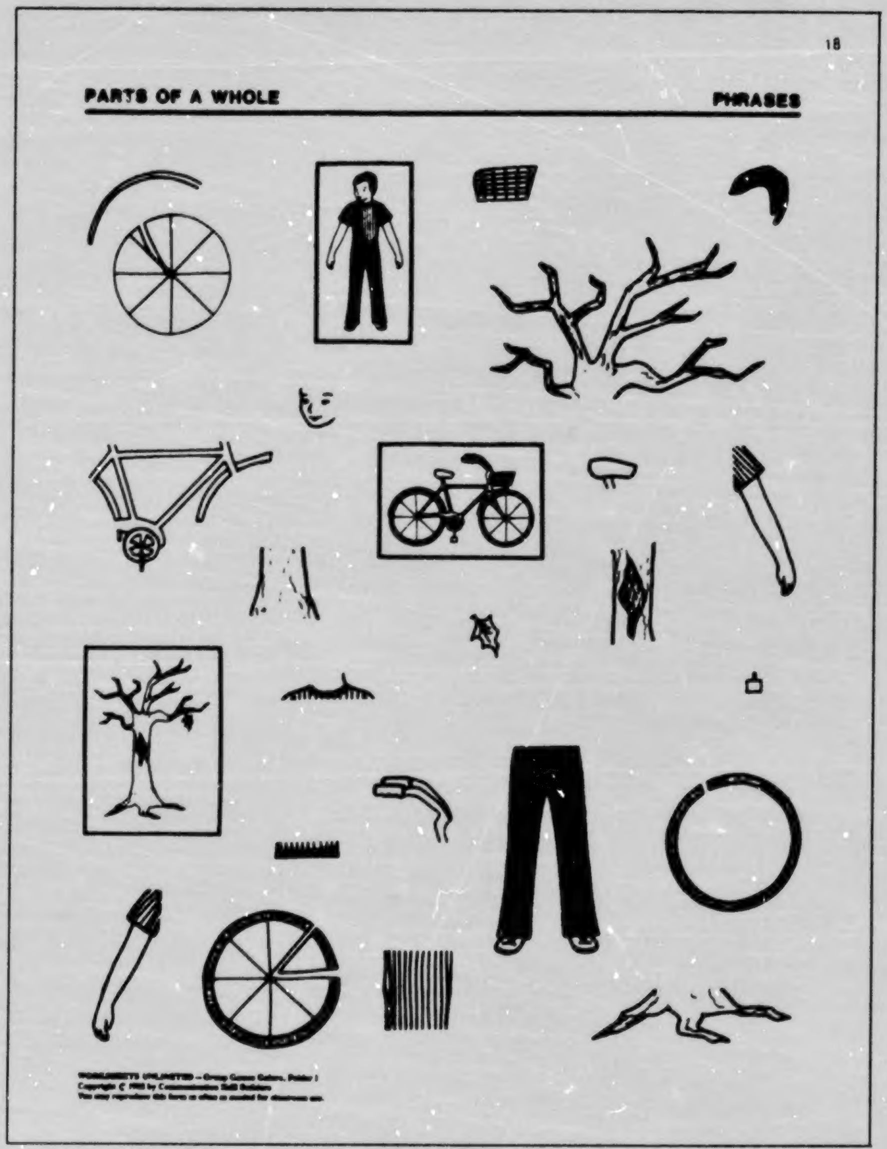
REFERENTIAL COMMUNICATION

Objective: ______ will describe a card with ___% accuracy so that a listening student can identify it. Distribute half the cards among the students. Place the remaining cards face up in the center of the table. During each turn, a student tries to obtain a face-up card by describing it to a listening student who then locates and gives the card to the speaking student. Play continues until one student has assembled a card set.

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy in sentences describing pictures. Spread all the cards face down on the table. During each turn, a student turns over four cards. For each card, the student constructs a sentence such as, "This is a ______," or "The ______ is ______." If the four cards make a set, the student keeps them.

This activity can also be used for MEMORY.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PARTS OF A WHOLE **PHRASES**

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Illustrations like these can be made into card sets that have a different part of the object on each card.

Spinners

Suggested Ages: 5-12

Quick to assemble and easy to copy for colleagues, spinners top the format popularity poll. They also are a favorite of the students. Who knows precisely what thoughts are stirred as the group waits for the arrow to rest on one of eight pictures—or between two pictures, requiring yet another spin. Somehow, tasks created by the arrow's landing are completed more willingly than the same task assigned directly by the teacher.

Generally, attention is centered on one spinner shared by all the students in the session. A student spins, talks about the segment of the spinner indicated by the arrow, then passes the spinner to another student.

For variation, divide students into pairs and give each pair a spinner. Students engage in dialogues based on the spinner pictures.

If it won't be too distracting, try giving a spinner to each student. Students have time to formulate sentences and practice them while other students talk.

Another use of multiple spinners is to have each spinner represent a part of a sentence (nouns, verbs, prepositions, adjectives, adverbs). Each student receives a different spinner. At your signal, students spin and call out the result. Each student attempts to be the first to make up a sentence containing the elements called out.

Drill: Allow the student to spin the arrow to determine the starting picture. The student then produces the requested utterance for each picture on the spinner (without spinning the arrow).

Interactive Methods: Allow the student to spin the arrow. Provide information about the illustration, then ask questions about the information: "That's a saber-toothed tiger. It's extinct. What is it? What else do you know about it?"

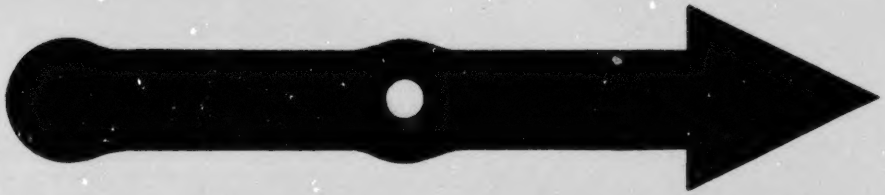
Informational Drill: Construct "theme" spinners—items you take to a beach, objects in a glove compartment, materials from a student's desk or locker, etc. The student spins the arrow to determine the starting picture. Ask the student to discuss possible uses of each item, or what would happen if you didn't have the item.

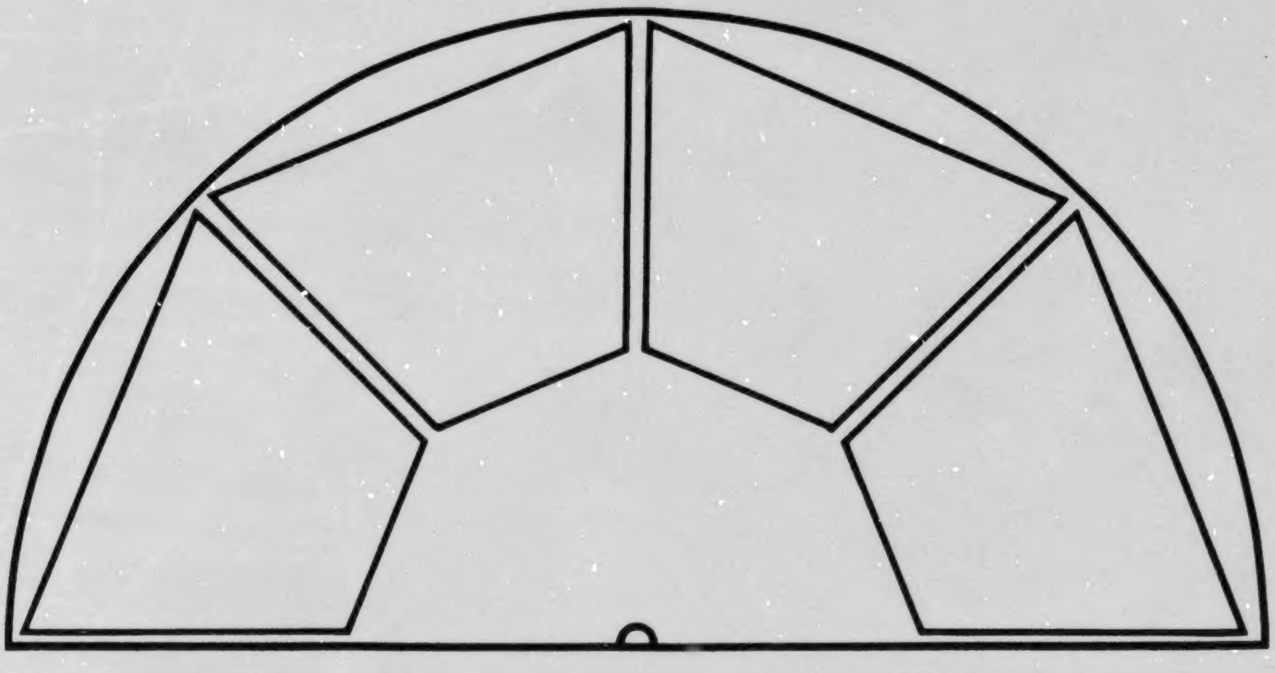
Barrier Games: Make two or more spinners with the same illustrations, but the illustrations may be in different places. One student describes an illustration that the other students locate.

Experience: Discuss construction of spinners and their uses. Make up rules for a "spinner game" together.

Pattern for Spinner & Arrow

Make two photocopies of this page, then tape the two half circles together to make one complete spinner pattern.





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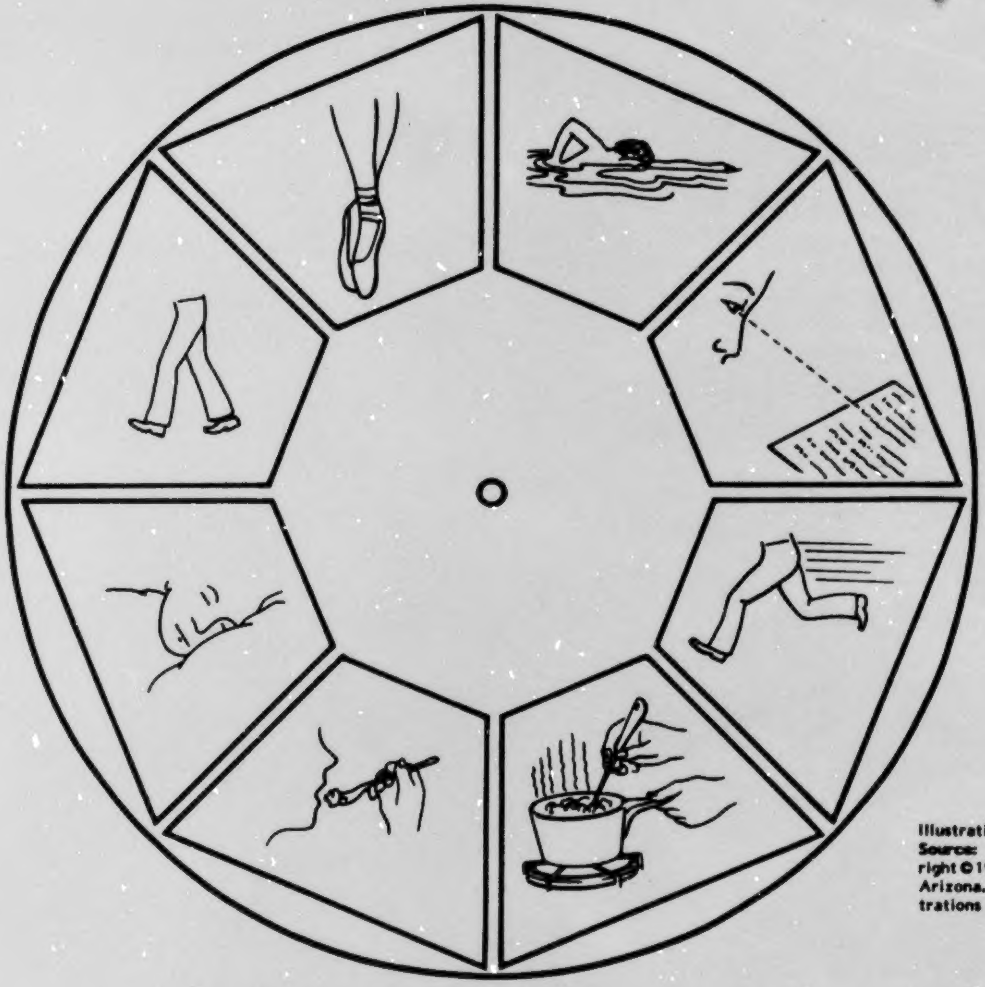
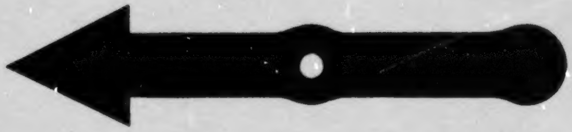
How to Construct



MATERIALS

1. Selected illustrations (4 to 9 per spinner).
2. Spinner and arrow patterns.
3. Scissors.
4. Glue.
5. Felt-tip pen.
6. Laminating materials.
7. Brass brads (1 per spinner).



Spinners with action pictures can be used for a variety of activities, such as those described under Action Wheel.

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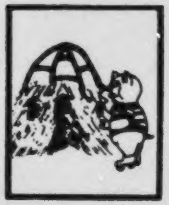
Spinners

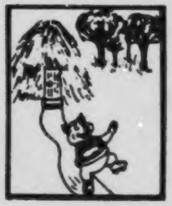
INSTRUCTIONS

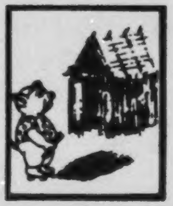
1. Photocopy the spinner and arrow patterns onto card stock, then cut them out.
2. Glue the illustrations to the spinner. (If necessary, use a copy machine to reduce illustrations to appropriate size.)
3. With a felt-tip pen, write the cue words and/or sentences on the spinner.
4. Laminate the spinner and arrow.
5. Attach the arrow to the center of the spinner with a brass brad.

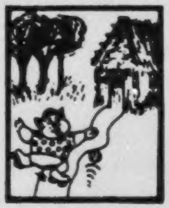
Note: Since spinners are so easy to photocopy (before the arrow is attached, of course), you might consider sharing the construction work with some colleagues. Each of you can select several spinners to make, then photocopy them for the other members in your group. When doing this, modify the previous instructions as follows:

1. Photocopy the spinner pattern onto standard-weight paper. Make one copy for each spinner you plan to construct.
2. Glue the illustrations to the spinner, and write any necessary cue words and/or sentences.
3. Photocopy each spinner and the arrow onto card stock in the quantities needed, then cut them out.
4. Laminate the parts (optional but recommended).
5. Attach an arrow to each spinner with a brass brad.
6. Trade spinners with your colleagues so that each of you has a complete set.

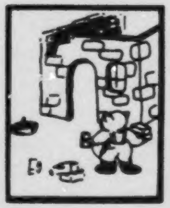


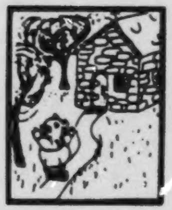


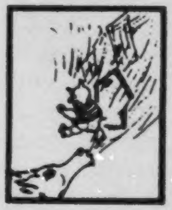


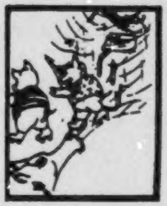


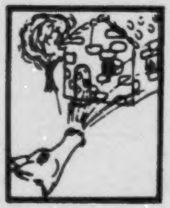
To create a sequence spinner, place eight illustrations around the outside of the spinner and one illustration in the center. Students tell whether the picture indicated by the arrow occurred before or after the center illustration.











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PARTS OF SPEECH SPINNERS

To make the five spinners used in these activities, place on each spinner the illustrations and words suggested in the activities below.

These spinners help students to drill and practice use of specific parts of speech.

ADVERBS

Objective: ______ will modify four different pictures, using appropriate adverbs with ___% accuracy. Place four action pictures on the spinner. In the four remaining spaces, write adverbs appropriate to the action pictures. Students spin the arrow. If it lands on a picture, students make up a sentence about the picture, using an adverb from the spinner or making one up. If the arrow lands on an adverb, students use the adverb in a sentence and may either make up or select an appropriate action. Example: "My sister walked to school slowly."

ADJECTIVES

Objective: ______ will modify four different pictures, using appropriate adjectives with ___% accuracy. Use the same procedure as above. Instead of four action pictures, use four object pictures, and, of course, use adjectives instead of adverbs. Example: "There's a tall tree in my yard."

POSSESSIVES

Objective: ______ will use the possessive form with eight different nouns with ___% accuracy. Place eight different pictures of people (or occupations) on the spinner. In the center, place a picture of a dog, book, car, or other item. Students form the possessive by using the picture that the arrow indicates and combining it with the picture in the center. Examples: "The clown's dog, the captain's dog," etc.

COMPARATIVES

Objective: ______ will use comparatives with ___% accuracy when describing two objects. For each spinner, locate nine pictures of objects, animals, and/or people that can be compared along one dimension. For example:

Temperature ("hot, hotter, hottest"): sun, fire, coffee, soup, steam, volcano, boiling water, oven, hair dryer.

Speed ("fast, faster, fastest"): person, cheetah, car, airplane, boat, bicycle, rocket, person on roller skates, horse.

Place eight pictures around the spinner. Put the ninth one in the center. Students compare the picture in the center with the one indicated by the arrow. Example: "An airplane is faster than a car."

NOUN-VERB AGREEMENT

Objective: ______ will use noun-verb agreement with ___% accuracy. On the spinner, place four pictures of single objects and four pictures of the same objects in plural form. Students make up a sentence for the picture indicated by the arrow. Example: "The books are in my desk."

This activity can also be used for PLURALS.

PAPER PLATE SPINNER

As a group activity and a motivator for home practice, have students construct their own spinners from paper plates. Have available before the session: paper plates, glue, arrows (purchased or cut from cardboard), brads, illustrations, and the sentence each student is to write across the spinner. Give an illustration to a student. The student completes the cue sentence as though he/she had spun to that picture. The student glues the picture to the spinner while the next student is responding to another picture. After all the pictures are glued to the spinners, allow each student to attach the arrow and take his/her spinner home.

EMBEDDING SPINNERS

To make the five spinners used in these activities, place on each spinner the illustrations and sentences suggested in the activities below.

These spinners help students to drill and practice the construction of complex sentences.

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will create sentences that contain a subordinate clause beginning with "because" with ___% accuracy. Place eight action pictures on the spinner. In the center, write, "______ didn't do ______ homework because ______." Students complete the sentence by describing the picture indicated by the arrow. Example: "Mary didn't do her homework because she was skiing."

This activity can also be used for PRONOUNS and POSSESSIVES.

SUBORDINATE CLAUSES ("UNTIL")

Objective: ______ will create sentences that contain a subordinate clause beginning with "until" with ___% accuracy. Place eight object pictures on the spinner. In the center, write, "______ looked for ______ ______ until ______." Students complete the sentence, incorporating the picture indicated by the arrow. Example: "I looked for my book until it got dark."

This activity can also be used for PRONOUNS and POSSESSIVES.

RELATIVE CLAUSES ("WHO, THAT")

Objective: ______ will create sentences that contain a relative clause beginning with "who" or "that" with ___% accuracy. Alternate pictures of objects, animals, and people. In the center of the spinner, write, "I saw the ______ that/who ______." Incorporating the picture indicated by the arrow, students complete the sentence with the appropriate relative pronoun. Examples: "I saw the dog that bit my friend. I saw the man who spoke to our class."

This activity can also be used for PAST TENSE VERBS.

RELATIVE CLAUSES ("WHO")

Objective: ______ will create sentences that contain a relative clause beginning with "who" with ___% accuracy. Place eight action pictures on the spinner. In the center, write, "Students who ______ should ______." Students complete the sentence, incorporating the picture indicated by the arrow. Example: "Students who play football should make good grades."

SUBORDINATE CLAUSES ("AFTER")

Objective: ______ will create sentences that contain a subordinate clause beginning with "after" with ___% accuracy. Place eight pictures of appliances on the spinner. In the center, write, "After ______ fixed the ______, it ______." Students complete the sentence, incorporating the picture indicated by the arrow. Examples: "After I fixed the radio, it played music. After I fixed the toaster, it fell apart."

BOX TOP SPINNER

If you want to use more than eight illustrations for an activity, try this variation. Make a spinner on the lid of a box. Instead of illustrations, put the numbers 1 through 8 on the spinner. Place all the illustrations inside the box and put the lid on top. Students spin to determine how many illustrations to draw from the box. They respond for each illustration selected.

RECODING SPINNERS

To make the five spinners used in these activities, place on each spinner the illustrations, words, and sentences suggested in the activities below.

These spinners help students to drill and practice changing information from one syntactic form to another.

RELATIVE CLAUSES ("THAT")

Objective: ______ will make an adjective + noun into a relative clause containing "that" with ___% accuracy. Place eight pictures of objects on the spinner. Under each one, write an adjective and the object name ("a pretty ribbon, a tall tree, a fierce dog"). In the center, write, "A ______ that is ______." Students first make up a sentence incorporating the picture indicated by the arrow ("I like a pretty bow"). Then, either a second student or the same student changes the sentence to include the form written in the center ("I like a bow that is pretty").

This activity can also be used for ADJECTIVES.

RELATIVE CLAUSES ("WHO")

Objective: ______ will make an adjective + noun into a relative clause containing "who" with ___% accuracy. Use the same procedure as above, but this time use pictures of people ("the sad clown, the mean dog, the happy teacher").

This activity can also be used for ADJECTIVES.

RELATIVE CLAUSES ("WHO")

Objective: ______ will make a verb + adverb into a relative clause containing "who" with ___% accuracy. Use the same procedure as above, but this time use pictures of people doing things. Under each illustration, write both the action and an appropriate adverb ("He eats quickly. She skates gracefully"). In the center, write, "The ______ who ______s ______(ly)."

This activity can also be used for "-S" MORPHEME.

RELATIVE CLAUSES ("THAT")

Objective: ______ will make a possessive into a relative clause containing "who" with ___% accuracy. Use the same procedure as above, but this time use pictures of objects and animals. Under each illustration, write the owner and the name of the item ("my teacher's cat, the mail carrier's hat, the firefighter's hose"). In the center, write, "The ______ that belongs to ______."

This activity can also be used for POSSESSIVES.

INFINITIVES

Objective: ______ will make a verbal into an infinitive with ___% accuracy. Use the same procedure as above, but this time use action pictures. Under each picture, write a sentence containing a verbal ("He likes running. He likes skipping"). In the center, write, "He likes to ______."

This activity can also be used for VERBALS.

SPINNER NOTEBOOK

To adapt one spinner to a variety of uses, put the illustrations for each spinner on a sheet of paper. Number the illustrations 1 through 8. Write any sentences or other cues at the bottom of each sheet. Put all the sheets in a three-ring notebook. Make a spinner on the inside cover of the notebook. Number the sections of the spinner 1 through 8. When using in an activity, move the desired sheet of illustrations to the front of the notebook. Students spin to one of the spinner numbers, then locate the illustration with the same number and respond accordingly.

Gameboards & Pacers

Suggested Ages: 5-14

Gameboards practically guarantee an eager learner. However, their success as a motivator can be offset by the details of play. After spinning the spinner, choosing a card, and moving a marker, little time is left for actual learning to occur.

The games in this section involve few extraneous steps, thus capturing the positive aspects of gameboards while eliminating some of the more time-consuming elements. Five different types of boards are presented.

Solid gameboards, which have a picture in every square, offer opportunities for planning and strategy. The game "Take Me Home" from **Group Games Galore** is an example of this form.

The sentence gameboard takes its form from the Fitzgerald Key, originally designed to teach language structure to deaf students.

Pyramid gameboards offer a built-in measure of success by allowing students to climb to the top through progressively difficult tasks.

Raceways take the form of a traditional figure eight. Students "race" to be the first to the finish line.

Ready-to-go gameboards are just that—ready to use with little or no preparation required. **Games Kids Like**, which consists entirely of reproducible games and gameboards, exemplifies this type of material.

To increase the number and speed of responses, turn any gameboard into a pacer by using it in the following way:

1. Determine the response a student is to make for each square. Examples are naming the picture, describing the picture in a sentence, commenting on use, or answering a question.
2. Either, (a) set a time limit (in seconds) for each response, or (b) time the number of seconds it takes the student to complete the board. In either case, keep a record of the student's performance and compare it with previous attempts on the same board.

Drill: Use the gameboards as pacers, following the procedure described above.

Interactive Methods: During play, present information and ask questions related to the pictures in the gameboard squares. Example: "This girl went to school. Where did she go?"

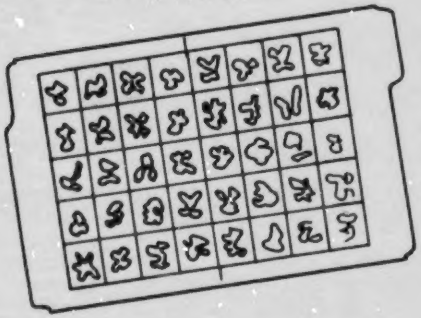
Informational Drill: After each move, students participate in a dialogue based on the pictures in the squares they currently occupy. Example: (Student 1) "Do you like to ______?" (Student 2) "No, I used to, but now I prefer ______ing."

Barrier Games: During the game, one student instructs a second student where to move the marker by describing the picture.

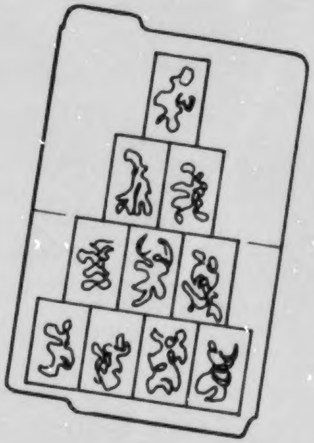
Experience: Explain the rules of the game to one student. Ask that student to explain the rules to another student.

How to Construct

Solid Gameboard



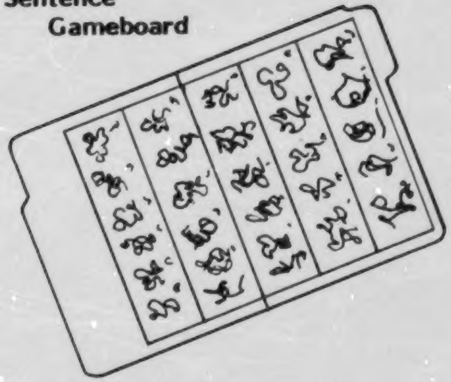
Pyramid Gameboard



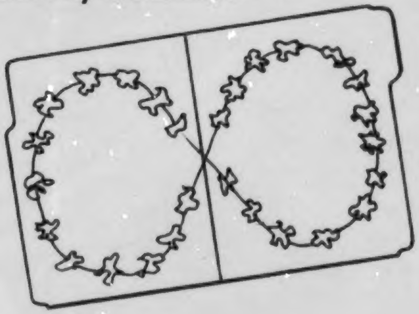
MATERIALS

1. Selected illustrations.
2. Colorful file folders (1 per gameboard).
3. Photocopies of reproducible grid.
4. Scissors.
5. Glue.
6. Ruler.
7. Black felt-tip marker.
8. Felt-tip coloring set (optional).
9. Laminating materials.

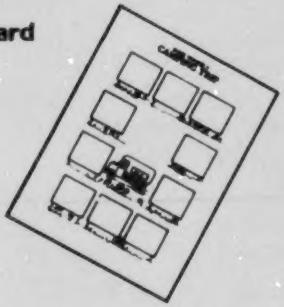
Sentence Gameboard



Raceway Gameboard



Ready-to-Go Gameboard

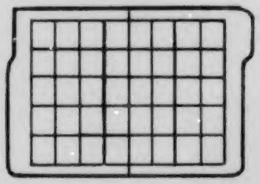


The above gameboard is from Games Kids Like by Dianne Schcenfeld Barad. Copyright © 1974 by Communication Skill Builders, Tucson, Arizona. Reprinted by permission. Reduced from actual size.

Gameboards & Pacers

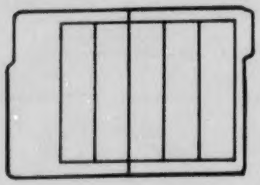
INSTRUCTIONS

Solid Gameboard

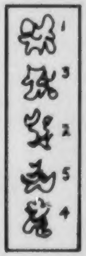


1. Make two photocopies of the grid on the following page.
2. Glue the grids to the inside of a file folder.
3. Glue one illustration in each square of the grid.
4. If desired, color the illustrations with felt-tip markers.
5. Laminate the gameboard.

Sentence Gameboard

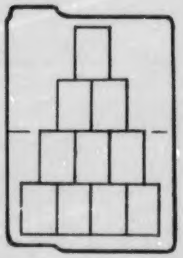


1. Draw lines to divide the inside of a file folder into five columns.
2. Glue a set of illustrations (nouns or verbs, etc.) into each column.



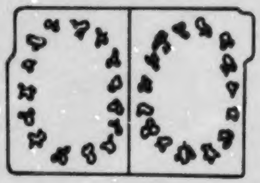
3. Beside each illustration, write a number representing your estimate of difficulty of use for that particular item.
4. If desired, color the illustrations.
5. Laminate the gameboard.

Pyramid Gameboard



1. On the inside of a file folder, draw a pyramid consisting of four squares on the bottom, three squares above that, then two squares, and finally one square on top.
2. Glue one illustration in each square.
3. If desired, color the illustrations.
4. Laminate the gameboard.

Raceway Gameboard



1. On the inside of a file folder, glue the illustrations so they form a figure-eight pattern.
2. Using a felt-tip marker, outline each illustration and draw a connecting line between them.
3. If desired, color the illustrations.
4. Laminate the gameboard.

Ready-to-Go Gameboards

1. Select and photocopy a reproducible gameboard.
2. If necessary for the activity, write stimulus words in the blank gameboard squares.

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SOLID GAMEBOARD **Place an illustration of an object in each square**

BASIC CONCEPTS

Objective: ______ will use basic concepts with ___% accuracy when helping another student locate a picture. Whisper the name of one of the pictures to a student. That student describes the location of the picture to a second student ("It's in the second row—it's the first picture"). The listening student gives the name of the picture thus located.

This activity can also be used for LISTENING SKILLS.

COGNITIVE SKILLS

Objective: ______ will name pictures from memory with ___% accuracy. Show two or more students the entire gameboard. Remove it from view. Students take turns naming pictures from the board ("I saw a ______"). Students unable to recall a picture or recalling incorrectly drop out until only one student remains.

This activity can also be used for PAST TENSE VERBS.

INFINITIVES

Objective: ______ will use infinitives with ___% accuracy when describing the use of pictured objects. Place a small marker or object on one of the pictures. Designate a starting square for the student. Set a timer, or tell the student how many seconds he/she will have. When you say "Go," the student attempts to get from the starting square to the object in the time alloted by saying, "You use a ______ to ______" for each pictured object.

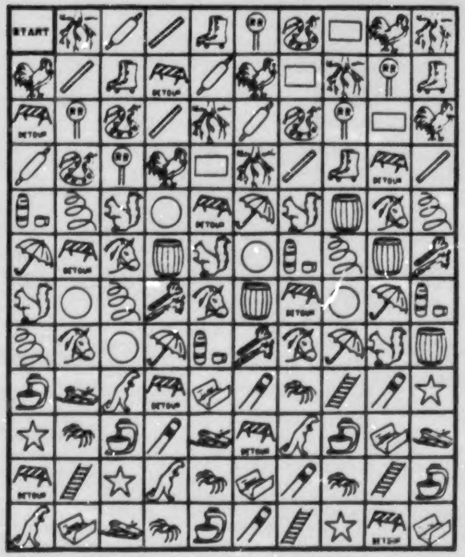
CONJUNCTIONS ("AND, BUT")

Objective: ______ will use conjunctions in sentences with ___% accuracy. Place a small marker on one of the illustrations and explain the rules as above. This time the student makes up sentences containing "and" or "but." For each sentence, he/she must land on the pictures connected by "and" ("I see a horse and a chair"), but may skip over the picture following "but" ("I took a suitcase but not an envelope").

NOUN-VERB AGREEMENT

Objective: ______ will construct sentences in which the noun and verb agree in number with ___% accuracy. Students move their marker across the gameboard by first making up a sentence about the pictured object, then saying the sentence as though two objects were pictured ("A horse eats hay. The horses eat hay").

This activity can also be used for "-S" MORPHEME.



From **Group Games Galore** by Carolyn Ausberger and Karyn Mullica. Copyright © 1982 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

The "Take Me Home" gameboard from **Group Games Galore** can be used with all the activities on this page.

SENTENCE GAMEBOARD

Select illustrations depicting nouns, verbs, and prepositions

Divide a file folder into five short columns. Place pictures in each column (column one: nouns; column two: nouns; column three: verbs; column four: nouns; column five: locations). Write points beside each picture, based on your estimate of difficulty of use. During the activity, either you or the students score each sentence. Students attempt to improve their scores over a period of time.

RELATIVE CLAUSES

Objective: ______ will construct complex sentences with ___% accuracy. Students construct a sentence by using one picture from each column. The picture in the second column (noun) must be used in a relative clause. Example: "The horse that ate my hat ran to the tree beside the barn."

NEGATIVES

Objective: ______ will use negatives in sentences with ___% accuracy. After a student constructs a sentence as above, a second student negates the verb. Example: "The horse that ate my hat didn't run to the tree beside the barn."

"DO"-REVERSAL QUESTIONS

Objective: ______ will formulate a question from a statement with ___% accuracy. The student makes a question from a previous sentence. Example: "Did the horse that ate my hat run to the tree beside the barn?"

CONJUNCTIONS

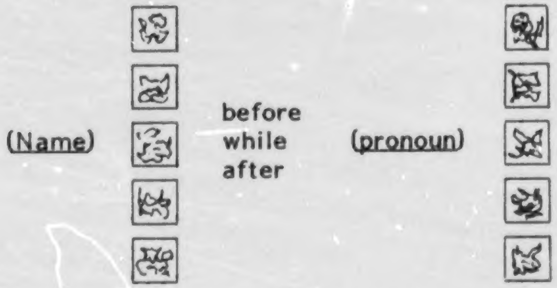
Objective: ______ will use conjunctions in sentences with ___% accuracy. The student makes up a sentence that joins (a) a noun in column one with a noun in column two, or (b) two entire sentences.

LISTENING SKILLS

Objective: ______ will repeat a previously heard sentence, then change it with ___% accuracy. Make up a set of cards with instructions (make a question, use "and," use "not," add an adjective, etc.). A student makes up a sentence, draws a card, then makes the necessary changes. A second student repeats the altered sentence, draws a different card, and changes the sentence again. This continues until all the cards are used up.

SENTENCE GAMEBOARD VARIATION

To teach subordinate clauses, construct a gameboard that combines words with two columns of action pictures:



Students construct as many different sentences as possible in the time period allowed (45, 60, or 75 seconds). Example: "Bill washed the car after he ate breakfast."

PYRAMID GAMEBOARD

Select 10 illustrations of actions

Make a gameboard with four illustrations in the bottom row, three illustrations in the next row, two illustrations in the next, and one illustration on top.

"-ING"

Objective: ______ will use "-ing" with ___% accuracy when describing action pictures. Ask the student to use the sentence "The ______ is ______ing" when describing the pictures. For the bottom row of pictures, each sentence should be said once. For the next row, sentences are said twice, and three times for the third row. The picture on top should be described four times. (Reverse this order if you wish.) The goal is for the student to get as high on the pyramid as possible before making a mistake.

This activity can also be used for AUXILIARY "IS."

FUTURE TENSE VERBS

Objective: ______ will use future tense verbs with ___% accuracy when describing pictures. Use the activity described above, but tell the student the actions will be occurring tomorrow. Ask the student to use the sentence "The ______ will be ______ing."

This activity can also be used for "-ING."

CONJUNCTIONS ("AND")

Objective: ______ will use "and" with ___% accuracy when connecting two or more sentences. Start at the top of the pyramid. Ask the student to describe the action. For the next row, ask the student to connect the two actions ("The boy is running and the elephant is eating"). The student continues connecting all the actions in each row. Example of final sentence: "The boy and the dog are eating, the snake is slithering, and the space alien is hiding."

This activity can also be used for NOUN-VERB AGREEMENT, AUXILIARY "IS," and "-ING."

"DO"-REVERSAL QUESTIONS

Objective: ______ will use "Do"-reversal questions with ___% accuracy to obtain information. Set up a dialogue between two students. The first student looks at the first picture and asks, "Do you ______?" or "Do you like to ______?" The second student looks at the second and third pictures and responds, "I ______ more than I ______," or "I like to ______, but I like to ______ even more." The second student then asks a question based on the activity of the fourth picture.

This activity can also be used for ADVERBS.

LISTENING SKILLS

Objective: ______ will answer questions with ___% accuracy based on given descriptions. Write the following adverbs for time on a card: before, after, until, since, when, while, as. Place the card beside the gameboard. Start on the bottom row. Make up a sentence involving the first two pictures: "The boy played the guitar before the monkey climbed the tree." Then ask questions such as, "Which happened first? What happened next?" Continue making up sentences containing the adverbs and asking questions for all the pictures.

This activity can also be used for SUBORDINATE CLAUSES.

As an alternative to construction of the gameboard, arrange picture cards on a table in the pyramid configuration.

RACEWAY GAMEBOARD

Select 20 to 30 illustrations of objects

A variety of objects, both singular and plural, should be represented on the gameboard. Arrange the illustrations into a figure-eight raceway.

ARTICLES

Objective: ______ will determine with ___% accuracy the articles that can be used with a specific word. Prepare a card with a list of articles and other noun determiners: a, the, my, an, this, that, these, those. Give each student a marker for the board. A student takes a turn by moving the marker to the first available picture. He or she looks at the list of articles and determines which ones are appropriate for that picture. For each appropriate article, the student may move ahead one space.

FUNCTIONAL COMMUNICATION (CONTROLLING)

Objective: ______ will give clear instructions to another student with ___% accuracy. Give each student a marker. Students take turns instructing one another where to move their markers.

RELATIVE CLAUSES

Objective: ______ will use relative clauses with ___% accuracy when describing objects and people. Write adjectives and short phrases on separate index cards ("pretty, ate my shoes," etc.). Students land on a picture and select a card. In order to remain on the space, students must construct a sentence about the picture, with the information from the card put into a relative clause ("This is the horse that is pretty. This is the table that ate my shoes"). Students then rate the sentence as "silly" or "not silly" (and why).

SEQUENCING

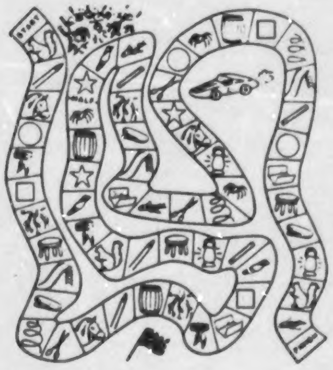
Objective: ______ will use adverbs to link sentences sequentially with ___% accuracy. During each turn, a students may move as many spaces as possible. For each space, he/she must give a sentence that (a) contains the name of the pictured object, (b) contains an adverb or adverbial phrase reflecting the order of events, and (c) does not repeat any adverb already used in that turn. Example: "First Mary read a book. Then she fed her dog. After that, she caught a fish. Still later, she ate an apple. Finally, she went to school."

This activity can also be used for ADVERBS.

ADJECTIVES

Objective: ______ will give adjectives appropriate to noun illustrations with ___% accuracy. Give each student a marker. Students provide one appropriate adjective for each picture. Students may continue moving on the gameboard as long as the adjectives are appropriate.

A variation of the raceway gameboard is included in **My Own Notebook** (an additional title in the series containing **Group Games Galore**).



From **My Own Notebook** by Carolyn Ausberger and Karyn Mullica. Copyright © 1982 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

READY-TO-GO GAMEBOARDS

Select reproducible gameboards

BASIC CONCEPTS

Objective: ______ will respond to directions containing basic concepts with ___% accuracy. Use any gameboard. Students place their marker at the beginning. Give each student a sheet of paper. Make up a direction involving a basic concept ("Put a line by the edge of the paper"). Students do as instructed, then raise their hands. The first student to follow the direction correctly may move his or her marker ahead one space.

COGNITIVE SKILLS

Objective: ______ will give the antonym for adjectives with ___% accuracy. Write one word from paired opposites in each square on the gameboard. Each player is given five seconds to move as many spaces as possible by giving the antonym for the word written in the space.

LISTENING

Objective: ______ will carry out two-part instructions with ___% accuracy. Make up directions for each student. Example: "First move ______'s marker back to the beginning, then put your marker on the fourth space."

REFERENTIAL COMMUNICATION

Objective: ______ will describe an object with ___% accuracy so another student can draw or modify it. Give each student a different color felt-tip pen. The group shares one blank gameboard. Instead of moving markers along the gameboard, students draw a picture in each of the occupied squares. During each turn, the player is told what to draw by one of the other students. (The square on which the student lands may be determined by a spinner or a die.) If a student lands on a square already filled by a drawing, he/she is told how to modify the existing drawing.

ADVERBS

Objective: ______ will use adverbs appropriate to specific actions with ___% accuracy. Use an available set of action pictures and any gameboard. Stack the pictures face down on the table. Students take turns drawing a card and naming an adverb appropriate to that action. If the response is accurate, the student may advance his/her marker one space on the gameboard.

OTHER ACTIVITIES USING REPRODUCIBLE GAMEBOARDS

A variety of gameboards can be created by writing or drawing in each of the blank squares. Some suggestions are:

1. In each square of the gameboard, draw a simple figure or design that represents a spatial relationship. (Examples: arrows pointing in different directions, dots varying in number and placement, or designs consisting of various lines and geometric figures.) Make a matching set of cards. Students take turns drawing a card and telling the other student(s) where to move on the gameboard.
2. Make the same type of gameboard as above but draw lines and shapes of different sizes.
3. In each square, write a word appropriate for the selected goal. During each turn, a student makes up a sentence containing (a) the word written in the square currently occupied, or (b) the word in the current square plus the word in the previously occupied square.

Front-&-Back Cards

Suggested Ages: 5-14

Like arguments, formats have two sides. This section demonstrates ways that one previous format—cards—can be extended to both sides.

Putting information on both the front and the back of cards increases complexity of use. Careful selection of pictures ensures that the added usefulness of these materials offsets the extra preparation time.

Three types of front-and-back cards are featured: Contrast Cards, Punch Cards, and Puzzle Cards.

Contrast Cards demonstrate the existence of certain basic relationships in language. Many kinds of language classes are most naturally learned through contrast with other classes. Plural versus singular nouns fall into this group, as do opposite pairs, verb tenses, and articles. Putting a picture from one class on the front of a card and a picture from a contrasting class on the back of the card allows students the opportunity to quickly see the differences that they are trying to learn.

Punch Cards offer a self-correcting element. On the front of each card are an illustration and several possible responses, each written beside a punched hole. Only one of the responses is correct. The punched hole corresponding to the correct response has a ring drawn around it on the back of the card. Students use the card by choosing one response and then putting a pencil through the adjacent hole. They flip the card over to see if the pencil point protrudes through the correct hole.

Puzzle Cards are similar in principle to several TV game shows that reveal part of a large picture as a reward for a correct answer. A student responds to the stimulus item pictured on the front of the card. The backs of the cards, which show portions of a large illustration, can then be worked as a puzzle or utilized as a self-correcting device. **Desert Life**, **Comprehension Collection**, and **Animals: 1419 Copyright-Free Illustrations** are all good sources of large, interesting pictures for the backs of the cards.

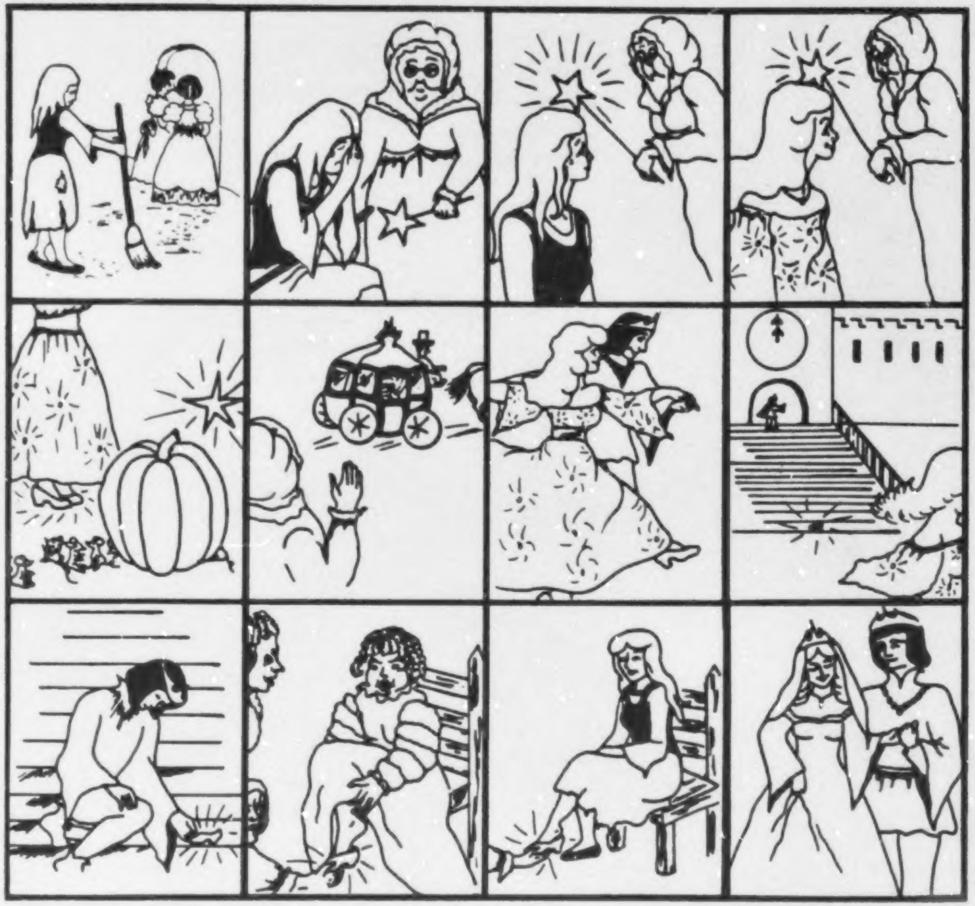
Drill: Use in the same ways as other cards. If using the Puzzle Cards, allow the student to assemble the picture as a reward.

Interactive Methods: Write a sentence and appropriate questions on the back of each card. As you show the picture on the front, read the sentence and ask questions.

Informational Drill: Make a set of Contrast Cards by putting a picture representing an occupation on the front and pictures of appropriate tools on the back. Students tell the tools that are used with the pictured occupation, or vice versa.

Barrier Games: Make two identical sets of cards. Give one set to each student. One student selects and describes a card so the listening student can locate the identical one. Write appropriate descriptions on the back of each of the speaker's cards. The student may refer to the written side for assistance in describing the picture.

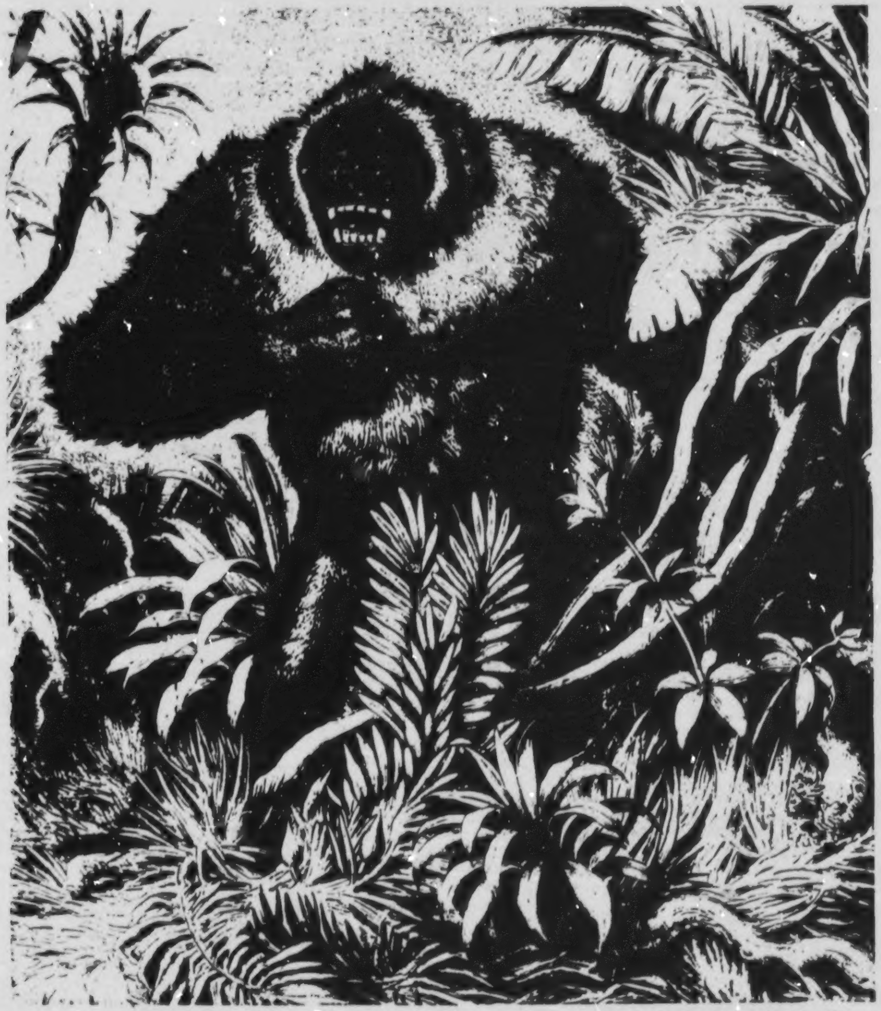
Experience: Write appropriate questions on the back of each card. Query students about past experiences with the object pictured on the front.



From **Favorite Tales for Language Learners** by Karyn Mullica. Copyright © 1983 by ECL Publications, Phoenix, Arizona. Reprinted by permission.

Front-and-Back Puzzle Cards offer a self-correcting method of sequencing pictures. Students assemble the story in sequence, then turn the cards over. If the sequence is in correct order, the backs of the cards will fit together to form a picture.

How to Construct



From **Animals: 1419 Copyright-Free Illustrations** by Jim Harter. Copyright © 1979 by Dover Publications, Inc., New York, New York. Reprinted by permission. Reduced from actual size.

MATERIALS

1. Selected illustrations.
2. Index cards.
3. Sheets of heavy paper.
4. Hole punch.
5. Scissors.
6. Glue.
7. Ruler.
8. Black felt-tip marker.
9. Felt-tip coloring set (optional).
10. Laminating materials.

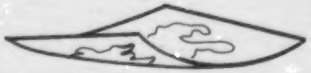
Animals: 1419 Copyright-Free Illustrations contains several scenes, such as this one, that are excellent for the backs of Puzzle Cards.

Front-&-Back Cards

INSTRUCTIONS

Contrast Cards

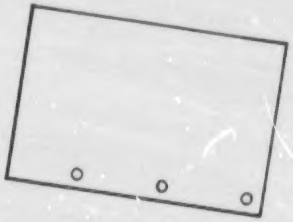
1. Cut out the selected illustrations.
2. Glue one or more illustrations on the front and back of index cards.

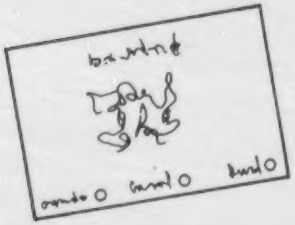


3. If desired, color the illustrations with felt-tip markers.
4. Laminate the cards.

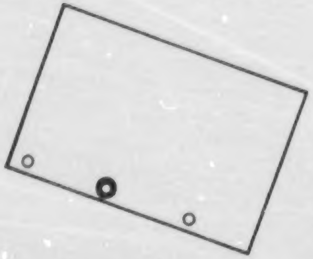
Punch Cards

1. Punch three holes across the bottom of each index card. Leave room in front of each hole to write one or two words.





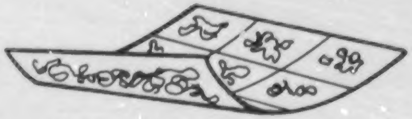
2. Place one or more illustrations, words, and/or sentences on the front of each card.
3. As needed for the activity, write a possible response by each punched hole.
4. On the back of each card, draw a ring around the hole corresponding to the correct response.



5. If desired, color the illustrations with felt-tip markers.

Puzzle Cards

1. Glue one large illustration to a sheet of heavy paper. On the back, draw a grid containing nine or twelve squares.



2. Into each square, glue one of the selected stimulus illustrations.
3. If desired, color the large and small illustrations.
4. Cut the squares apart.
5. Laminate the squares.

FRONT-&-BACK CONTRAST CARDS

Instructions for making specific sets of Contrast Cards are presented in the activities below.

NOUN-VERB AGREEMENT

Objective: ______ will determine with ___% accuracy which pictures take the singular form of the verb. Make cards with one picture of an object on one side and two pictures of the same object on the other side. Hand the set to the student. Ask him/her to locate all the pictures that use "is."

This activity can also be used for COPULAR "IS."

ARTICLES

Objective: ______ will determine with ___% accuracy which pictures take the article "some." Use the cards made for the above activity. Hand the set to the student. Ask him/her to locate all the pictures that use "some."

This activity can also be used for NOUN-VERB AGREEMENT.

ADJECTIVES

Objective: ______ will use polar opposite adjectives in sentences with ___% accuracy. Make a set of cards by placing an opposite pair on each card, one picture on the front and one on the back. Ask the student to say, for each card, "The (noun) is adjective. The (noun) is not (opposite adjective)." The student may then turn the card over to check the accuracy of the response.

This activity can also be used for COPULAR "IS" and NEGATIVES.

MODALS ("SHOULD, WILL, COULD")

Objective: ______ will use "should/will/could" with ___% accuracy when discussing possible behaviors. On the front of each card, place an illustration of an interesting action or situation. Write a sentence or two below the illustration to provide some background. On the back, place an illustration of a contrasting action. For example, use a picture of a boy playing football on the front and a picture of a boy studying on the back. Write on the front, "This student has a math test tomorrow. He needs to study." Ask, "What should he do? What else could he do? What do you think he will do?" Turn the card over and say, "This is probably what he should do." Then ask the student to tell you about the pictures ("This boy is playing football, but he should study for his math test").

This activity can also be used for "WH-" QUESTIONS.

COMPARATIVES

Objective: ______ will use comparatives with ___% accuracy when discussing two pictures. On each card, place two pictures that differ along one dimension (speed, size, temperature, emotion, etc.). Put one picture on the front of the card and one on the back. Show both sides of the card to the student, saying, "One of these is (comparative adjective) than the other. Show me which one." After the student locates the correct picture, say, "Yes. Tell me about that picture" ("It is bigger").

This activity can also be used for COPULAR "IS."

If Contrast Cards are a hit with your students, try these other sets:

1. Put one illustration from a category on the front and three illustrations from the same category on the back. Use for categorization or noun-verb agreement.
2. Cut an unrecognizable piece from an illustration for the front. Put the rest of the illustration on the back. Students guess what the part (or the whole) might/could be, then look at the back to see if the guess was accurate.

FRONT-&-BACK PUNCH CARDS

Instructions for making specific sets of Punch Cards are presented in the activities below.

FUTURE TENSE VERBS

Objective: ______ will read a sentence, then select with ___% accuracy the correct verb tense to describe a picture. On each card, place an illustration indicating a future action. (Pictures taken from sequences are especially good because they often clearly illustrate what will happen.) Above each picture, write a sentence, leaving a blank for the verb ("The boy ______"). Below the picture, beside the punched holes, write three possible endings to the sentence, only one of which is correct ("will run, ran, is running").

COGNITIVE SKILLS

Objective: ______ will select a synonym for each pictured word with ___% accuracy. Place an illustration on each card. Use a dictionary or prepared word list to locate synonyms. Above each picture, write a descriptive word. (The word can be an adjective, noun, verb, or adverb). Below the picture, beside the punched holes, write the synonym for the word and two incorrect answers. (All words should be the same part of speech.)

COGNITIVE SKILLS

Objective: ______ will select a word that belongs in the same object category as a picture. Place an object picture on each card. Above each picture, write the object name. Below each picture, beside the punched holes, write three other object names, only one of which is from the same category as the picture. On the back of the card, write the name of the category to which both the picture and the correct word belong (plastic objects, transportation, etc.).

LISTENING SKILLS

Objective: ______ will select with ___% accuracy a picture that has been described. On each card, place side by side three different illustrations of the same object, person, or animal. (The illustrations from **Thinking Skills** are excellent for this.) Punch a hole under each illustration. On a separate card, place only one of the three illustrations. As the single illustration is described, the student determines which of the three illustrations matches the description.

This activity can also be used for REFERENTIAL COMMUNICATION.

SUBORDINATE CLAUSES
("BEFORE, AFTER, DURING, WHILE, UNTIL")

Objective: ______ will select an appropriate adverb that links two actions with ___% accuracy. On each card, place two sequenced illustrations. Above the pictures, write a complex sentence describing the actions. Leave the adverb blank ("The girl rinsed her hair ______ she washed it"). Below the pictures, beside the punched holes, write three possible adverbs, only one of which is correct ("until, before, after").

This activity can also be used for ADVERBS.

VARIATION OF PUNCH CARDS

Punch Cards can also be made as a booklet. Purchase a spiral-bound set of index cards from an office supply store. Instead of punching holes, draw a square beside each of the three possible answers. On the back of the card, draw a square that corresponds to the correct square on the front.

Students use the booklet by determining the correct answer, then turning the page to see where the square is drawn.

These sets can be made for any of the activities described on this page.

FRONT-&-BACK PUZZLE CARDS

Instructions for making specific sets of Puzzle Cards are presented in the activities below.

COGNITIVE SKILLS

Objective: ______ will sort pictures of objects into categories with ___% accuracy. Make two or more sets of cards, each one for a different category. Mix the sets together. Students sort the pictures based on category. They then turn the cards over and work the puzzles.

COPULAR "IS"

Objective: ______ will use "is" with ___% accuracy when naming members of categories. Use the materials described above. Students drill by describing the object and the category ("A carrot is a food"), then receive the card as a reward.

SEQUENCING

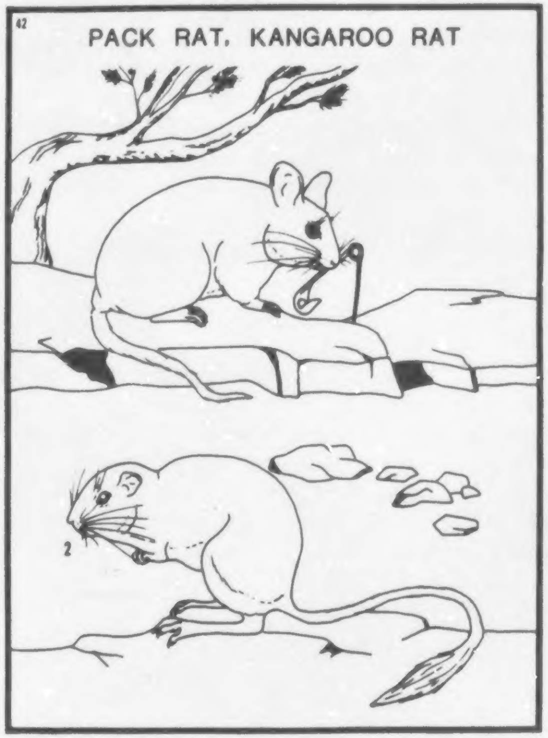
Objective: ______ will arrange pictures in sequential order with ___% accuracy. Make two or more sets of cards, each one with a different sequence. Mix the sets together. Students sort the pictures based on the story or subject, then arrange the pictures in the correct sequence. When they turn the cards over, the puzzle should already be worked.

LISTENING SKILLS

Objective: ______ will locate described pictures with ___% accuracy. Use a set of sequence Puzzle Cards. Give all the cards to the student. Ask for the cards showing what happened first, what happened next, what happened last, what happened before a specific card, what happened after a specific card, etc.

PAST TENSE VERBS

Objective: ______ will use past tense verbs with ___% accuracy while describing sequenced pictures. Use a set of sequence Puzzle Cards. The student arranges the cards in sequence, then tells the story. For each picture in which the past tense verb is correct, the student turns the card over, revealing part of the puzzle.



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Scenes that capture the imagination enhance student interest in putting the puzzle pieces together.

One-Way Homework Packs

Suggested Ages: 10-Adult

One-way homework packs provide additional practice outside the session but, as the name suggests, they are not intended for return. The reason is that students make them during the session. Therefore, they belong to the students to do with as they choose.

Although cut-and-paste activities in themselves are regarded as inappropriate use of therapy time, careful planning and a commitment to detail can result in a skillfully orchestrated session in which drill, responses, and cut-and-paste blend smoothly as productive aspects of the session. Here are some ways to make it work:

1. One student makes a correct response to an illustration, then recites it a specified number of times. Afterwards, that student is allowed to cut out and place the illustration on a sheet while another student is talking. In this way, students are constantly exposed to the learning process either through talking or listening.
2. All students cut out illustrations at the same time. During this time, you either give correct responses or provide information necessary for future responses.
3. Students drill orally in unison while they cut out illustrations.
4. Students listen to an explanation of how to use the materials at home while they are cutting.

At the end of the session, students take the materials home. They may use them for practice if they wish. They do not have to return them. If you prefer the materials returned, an extra reward for students who do remember to bring them back may serve as an incentive.

Drill: Have the students write a carrier sentence across the top of a sheet of action illustrations. Students complete the sentence for each illustration. Example: Students use a large felt-tip marker to write across the top of the page, "During the assembly, John was ______." For each action picture on the page, students complete the sentence ("During the assembly, John was playing football").

Interactive Methods: Provide information about the illustrations, and then ask questions: "His mother packed all the vegetables except the tomatoes. What did his mother pack?"

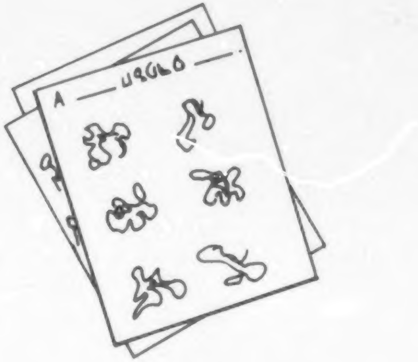
Informational Drill: Have students combine into one sentence information provided by you and by an illustration. For example, you point to a picture and say, "She forgot her lunch." The student says (describing the picture), "The girl who is laughing forgot her lunch."

Barrier Games: Students choose and take home two identical sets of illustrations so they can play a barrier game.

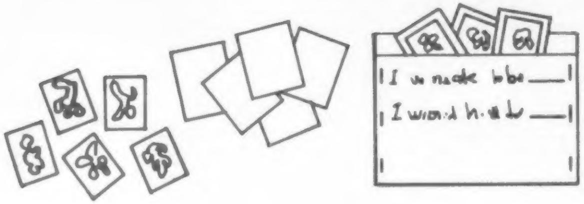
Experience: Students discuss how and why (or why not) to use the materials at home.

How to Construct

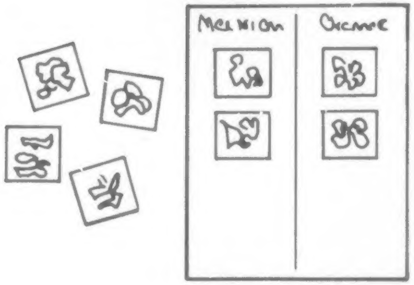
Homework Sheets and Sentences: Use sheets that have several illustrations on them.



Homework Pouches: Any illustrations can be adapted for use.



Homework Illustration Groups: Illustrations, words, and phrases are combined into sentences.



MATERIALS

Homework Sheets and Sentences

1. Selected sheets of illustrations.
2. Large felt-tip markers (1 per student).
3. Index cards, a sheet of paper, or a blackboard.

Homework Pouches

1. Selected illustrations.
2. Construction paper in various colors (2 or more sheets per student).
3. Large felt-tip markers (1 per student).
4. Scissors.
5. Stapler.
6. Glue.
7. Index card(s), a sheet of paper, or a blackboard.

Homework Illustration Groups

1. Selected illustrations.
2. Construction paper in various colors (1 sheet per student).
3. Large felt-tip markers (1 per student).
4. Scissors.
5. Glue.
6. Index card(s), a sheet of paper, or a blackboard.

One-Way Homework Packs

INSTRUCTIONS

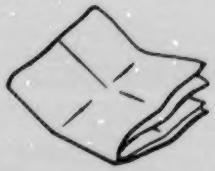
One-way homework packs are, for the most part, constructed by students during the session. A certain degree of preparation is necessary, but the amount can vary depending on your preference. While you may choose to do all the cutting and some preliminary construction yourself, these activities could just as well be incorporated into the session.

Homework Sheets and Sentences

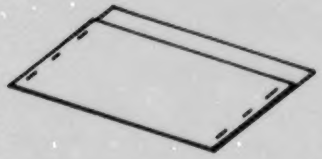
1. Select and photocopy sheets of illustrations appropriate for the specific language goal(s).
2. Determine a carrier sentence to be used for each sheet. Write the carrier sentences on index cards, a sheet of paper, or a blackboard.
3. Have one large felt-tip marker for each student.

Homework Pouches

1. Take one sheet of construction paper (or more, as needed) and fold it in half four times. Unfold the sheet and cut along the fold lines to make sixteen separate pieces.



2. Select and photocopy (reductions may be necessary) sheets of illustrations appropriate for the specific language goal(s).
3. Cut apart the illustrations so they will fit on the small pieces of construction paper.
4. Fold another piece of construction paper so that one end protrudes approximately one inch. Staple the edges of the folded paper together to make a pouch. Make one pouch for each student in the group.



5. Determine the carrier sentence(s) to be used for each activity. Write the sentence(s) on index cards, a sheet of paper, or a blackboard.
6. Have one large felt-tip marker for each student.
7. Have glue available for the students.

Homework Illustration Groups

1. Select and photocopy sheets of illustrations appropriate for the specific language goal(s).
2. Cut apart the illustrations.
3. Determine the key word(s) or carrier sentence(s) to be used for each activity. Write the words or sentences on index cards, a sheet of paper, or a blackboard.
4. Have one large felt-tip marker and one sheet of construction paper for each student.
5. Have glue available for the students.

HOMEWORK SHEETS AND SENTENCES

Each student receives several sheets of illustrations and a large felt-tip marker. To save time, have the carrier sentences students are to copy already written. Before each activity, give students time to copy the carrier sentence onto the top of the appropriate sheet of illustrations.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy when discussing tools used by various professionals. Each student has a sheet of tools. Students copy "A ______ uses a ______." Students select an illustration and complete the sentence by filling in the blanks. Example: "A carpenter uses a hammer."

ADVERBS

Objective: ______ will use adverbs to describe actions with ___% accuracy. Each student has a sheet of action pictures. Students copy "I ______ ______(ly). My ______ ______s ______(ly)." For each illustration, students produce both sentences by filling in the blanks. Example: "I run quickly. My grandfather runs hesitantly."

This activity can also be used for "-S" MORPHEME and POSSESSIVES.

COMPLEX VERBS

Objective: ______ will use sentences of the form "I could have been (verb)ing" with ___% accuracy when discussing actions. Each student has a sheet of action pictures. Students copy "I could have been ______." For each illustration, the students complete the sentence. Example: "I could have been skiing."

This activity can also be used for "COULD."

BASIC CONCEPTS

Objective: ______ will use one basic concept with ___% accuracy. Each student has a sheet illustrating the one concept being taught. Students copy a sentence such as, "The ______ is between ______ and the ______." Each student makes up five sentences by filling in the blanks. Example: "The rose is between the mouse and the bank."

This activity can also be used for COPULAR "IS."

PAST TENSE VERBS

Objective: ______ will use either the present or the past tense of verbs as required by the sentence with ___% accuracy. Each student has a sheet of action pictures. Students copy "Today my sister is _____ing. Yesterday, she _____ed." For each illustration, students complete both sentences. Example: "Today my sister is running. Yesterday she ran."

This activity can also be used for AUXILIARY "IS" and PRONOUNS.

To get homework returned, try this:

Have a sticker-reward system that reflects the number of homework assignments returned. Count up and pass out rewards on Friday (or the last session of the week). One assignment returned warrants a sticker from a selection of adequate stickers. Two assignments allows the student to choose from very interesting stickers. Three (or more!) assignments give the student a chance to pick a truly wonderful sticker from an amazing assortment.

HOMEWORK POUCHES

Each student receives cut-apart illustrations, small pieces of construction paper, a pouch, and a large felt-tip marker. Have glue available. To save time, have the carrier sentence students are to copy already written. Give students time to copy the sentence onto the outside of the pouch.

During the activity, students take turns choosing a picture and saying the appropriate sentence(s). After responding, the student may glue the picture onto a piece of construction paper while another student is responding. Continue until all the pictures are glued to construction paper.

Students write their names on the pouch tab. They may then take the pictures home in the pouches for later drill.

NOUN-VERB AGREEMENT

Objective: ______ will use either "is" or "are" in sentences with ___% accuracy. Each student is given illustrations of both singular and plural nouns. Students copy "The ______ is ______ing. The ______s are ______ing." Students take turns selecting an illustration and producing the appropriate sentence by filling in the blanks.

This activity can also be used for COPULAR "IS."

FUNCTIONAL COMMUNICATION

Objective: ______ will state objects that are wanted or not wanted with ___% accuracy. Each student is given a variety of illustrations of different objects. Students copy "I would like to have a ______. I would not like to have a ______." Students select an illustration and produce either of the sentences by filling in the blanks.

This activity can also be used for "WOULD," NEGATIVES, and INFINITIVES.

SUBORDINATE CLAUSES ("UNLESS")

Objective: ______ will use the subordinate conjunction "unless" with ___% accuracy when discussing plans. Each student is given a variety of illustrations of different objects. Students copy "My ______ will be unhappy unless ______ ______s a ______." For each illustration, students complete the sentence. Examples: "My father will be unhappy unless he gets a dog. My aunt will be unhappy unless she buys a toaster."

This activity can also be used for PRONOUNS and FUTURE TENSE VERBS.

FUTURE TENSE VERBS

Objective: ______ will use future tense verbs with ___% accuracy when describing actions. Each student is given a variety of action illustrations. Students copy:

In a minute
Later on
Soon my ______ will ______.
Tomorrow
Next week

For each illustration, students select one of the phrases specified and complete the sentence by filling in the blanks. Example: "Tomorrow my aunt will drive a race car."

This activity can also be used for ADVERBS and PRONOUNS.

INFINITIVES

Objective: ______ will use infinitive verbs with ___% accuracy when discussing feelings about past events. Each student is given a variety of action illustrations. Students copy "When I was little, I was (not) afraid to ______." For each illustration, students complete the sentence. Example: "When I was little, I was afraid to ski."

This activity can also be used for COPULAR "IS" ("WAS") and NEGATIVES.

HOMEWORK ILLUSTRATION GROUPS

Each student receives cut-apart illustrations, a sheet of construction paper, and a large felt-tip marker. Have glue available. To save time, have the words or sentences students are to copy already written.

SUBORDINATE CLAUSES ("UNTIL")

Objective: ______ will say a sentence using a phrase starting with "until" with ___% accuracy. Give each student illustrations of actions. Ask the students to copy at the top of the construction paper, "The girl stopped when ______. The boy stopped when ______." Have them copy at the bottom of the paper, "She ______ until ______. He ______until ______." Tell the students that you will give them information about a person in a sentence at the top ("The girl stopped when she got tired"). Students take turns selecting an illustration of an action and producing the sentence at the bottom by filling in the blanks ("She ran until she got tired"). The student may then glue the illustration to the paper.

This activity can also be used for PAST TENSE VERBS and PRONOUNS.

RELATIVE CLAUSES ("WHO")

Objective: ______ will combine two sentences into one main sentence and a relative clause with ___% accuracy. Give each student illustrations of people. Ask students to draw a line down the center of the construction paper. On the left, students copy, "Main sentence." On the right, they copy, "Clause." Pick two illustrations and provide a brief sentence for each ("The boy ran home. The boy fell down"). Students decide which illustration to place in which column, making either the sentence "The boy who fell down ran home," or "The boy who ran home fell down." Before gluing the illustrations in the chosen columns, students say the entire sentence.

This activity can also be used for PAST TENSE VERBS.

PREPOSITIONS ("WITHOUT")

Objective: ______ will modify a sentence using a prepositional phrase with ___% accuracy. Give each student illustrations of people and animals. Ask the students to draw a line down the center of the construction paper. On the right, they copy "without." Select an illustration and let a student describe it ("The mouse is eating cheese"). Then say, "OK, now finish this sentence: The mouse ate its cheese without..." After students finish suggesting endings to the sentence ("any bread/a hesitation/waiting for its friend"), ask each student to repeat one of the sentences. Then students glue the illustration in the left column, and write the suggested sentence endings in the right column.

This activity can also be used for PRONOUNS and COGNITIVE SKILLS.

ADVERBS

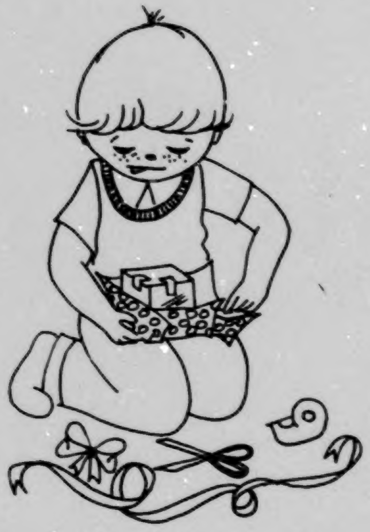
Objective: ______ will suggest appropriate adverbs to describe actions with ___% accuracy. Give each student illustrations of actions. Ask students to draw a line down the center of the construction paper. Students choose one illustration to glue in the left column. All students take turns suggesting adverbs to write in the right column.

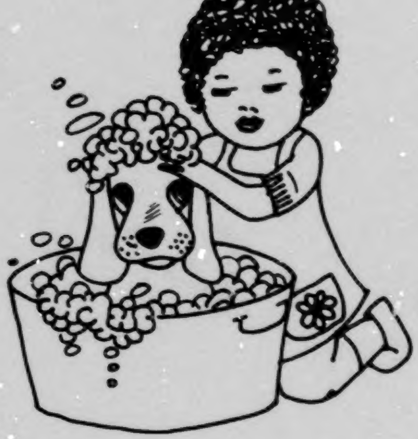
POSSESSIVES

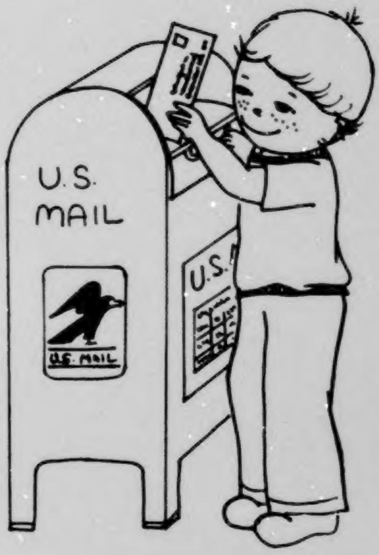
Objective: ______ will use the possessive pronouns "my/his/her/our" with ___% accuracy. Give each student one or more sets of four different illustrations of the same object. Ask students to draw lines to divide the construction paper into four sections. On the paper, students write the words "my, his, her, our," one word per section. Before gluing the illustrations on the paper, the student says: "(Name) like(s) this (object). It is (possessive) (object)." After all illustrations are placed, students take turns making up sentences and locating the correct object ("She likes my jacket").

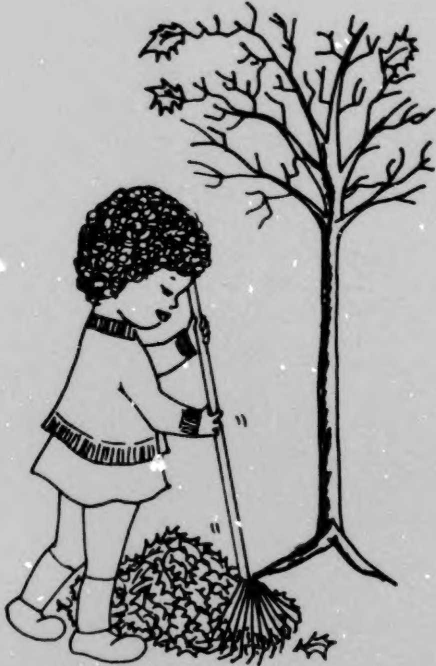
This activity can also be used for PRONOUNS and "-S" MORPHEME.

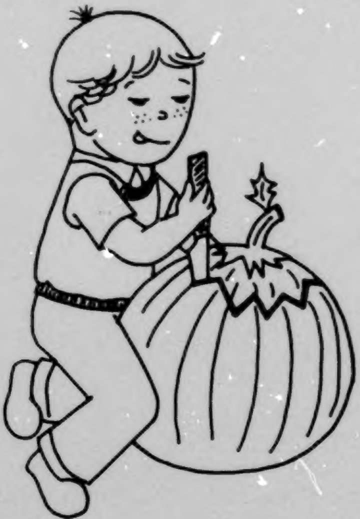
Several homework pack activities call for action pictures. A good source for older students is **Ready-to-Use Sports Illustrations.** For younger students, remember that illustrated sequences consist of a variety of action pictures. These samples were taken from a set of sequences designed for primary students.

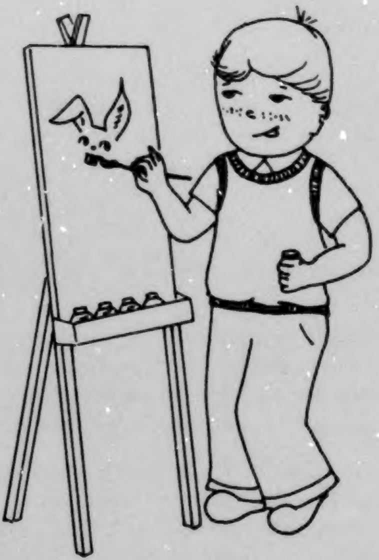












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200

201

Sorting Mats

Suggested Ages: 5-12

Sorting mats create interesting and solvable problems for students to work by putting pictures on a mat correctly. Dynamic language learning moments result from capitalizing on both the interest created and the sense of accomplishment derived from success.

Students can discuss the sorting task before they attempt it, while they are sorting, or after they have finished.

In addition, the sorting task itself allows the teacher a quick assessment of a student's comprehension of the concepts underlying language. For example, if a student cannot put pictures representing prepositions into the correct categories, work on saying prepositions is most likely premature.

Some rich language-learning opportunities can occur while a student is engaged in a sorting task. As the student's thoughts are channeled into specific areas, the timely offering of words can be quickly absorbed. Sensitivity and experience both help to determine what to say and when, so that students learn language concepts at the moment they are most interested.

Selection of illustrations for the sorting mats greatly affects the language that is appropriate. A sorting mat consisting only of groups of dots varying in number and placement (lots, few, close, dense, scattered, bunch) would likely create an environment for learning such words. A sorting mat consisting only of the same arrow pointing in different directions (up, down, left, right, to the corner, down the side) would provide an appropriate experience for learning these concepts.

Drill: The student gives the requested sentence for each card, then is allowed to place the card in the appropriate area of the sorting mat.

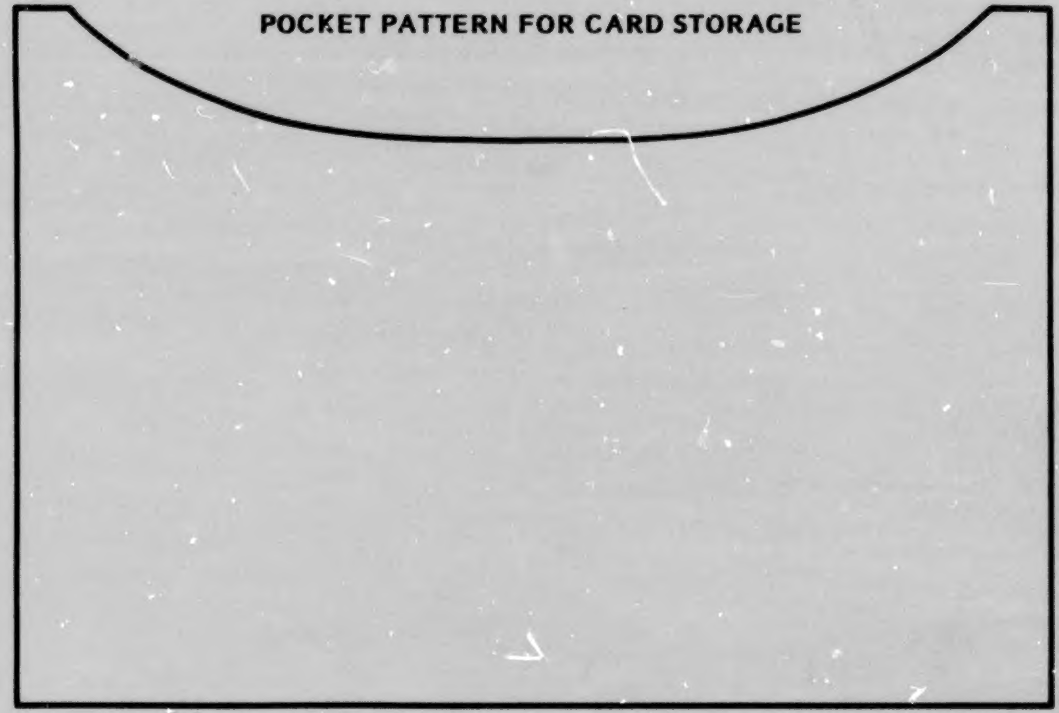
Interactive Methods: Provide information with each card as it is placed on the mat, then ask questions about the information. Example: "She is an artist. An artist paints pictures. What does an artist do?"

Informational Drill: Ask students to provide information from personal experience that is relative to the cards. Example: Find a card showing "under." Say, "Tell me about this picture. Good. Now find something in this room that is under something."

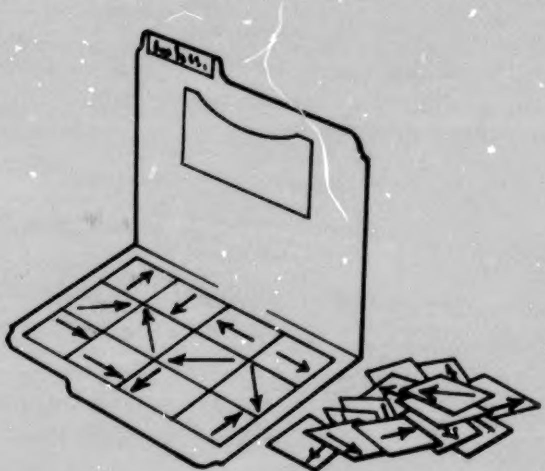
Barrier Games: In cases in which the sorting cards are identical to the illustration on the mat, turn the activity into a barrier game by giving one student the mat and another student the cards. One student describes a card which the other student locates on the sorting mat. To create a greater challenge, include some cards that could be on the mat (in terms of subject, size, etc.) but are not on the mat. Students work together to locate the twelve pictures that actually are on the mat.

Experience: Provide parallel talk to the student's sorting activities. Keep the talk simple with sufficient silence to determine the student's response and to allow the student to verbalize if desired. Avoid direct questions. Example: "Let's see—that's the firefighter. That's right. She's on the bottom row."

POCKET PATTERN FOR CARD STORAGE

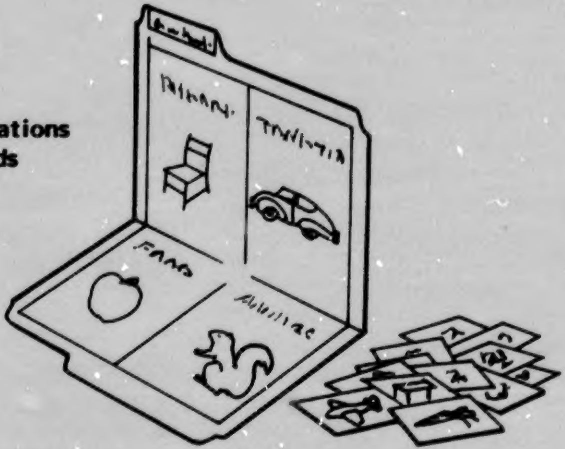


Sorting mat with 12 illustrations and 12 matching or paired cards



To make this mat or a similar one, select and reproduce the desired arrow(s) from the following page.

Sorting mat with 4 illustrations and 12 related cards



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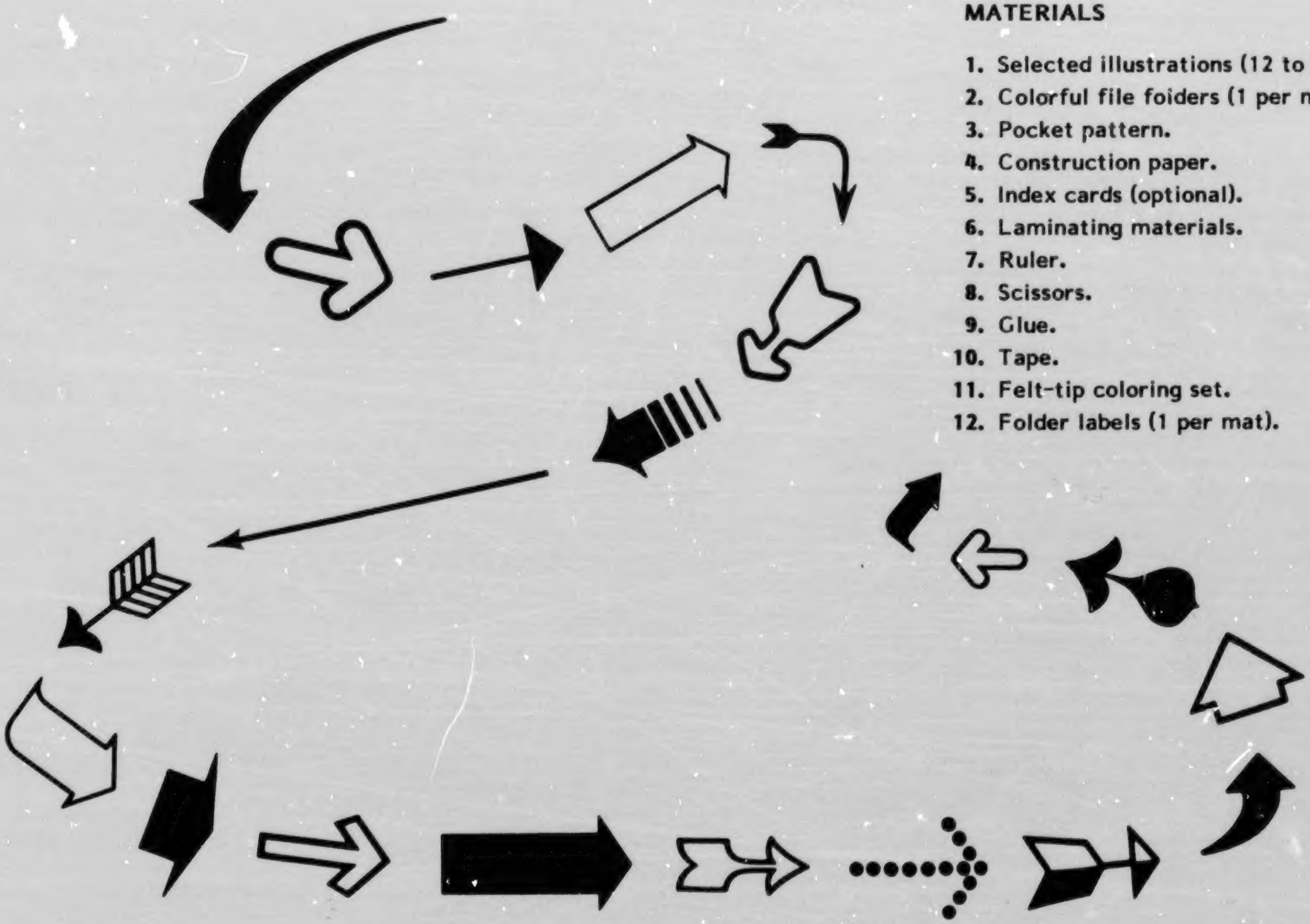
How to Construct



MATERIALS

1. Selected illustrations (12 to 24 per mat).
2. Colorful file folders (1 per mat).
3. Pocket pattern.
4. Construction paper.
5. Index cards (optional).
6. Laminating materials.
7. Ruler.
8. Scissors.
9. Glue.
10. Tape.
11. Felt-tip coloring set.
12. Folder labels (1 per mat).

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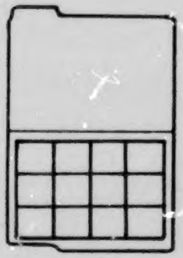
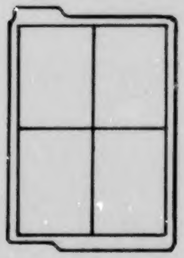
Sorting Mats

INSTRUCTIONS

1. Use a ruler to divide the inside of the file folder into squares or rectangles. After measuring, draw the grid with a felt-tip marker.



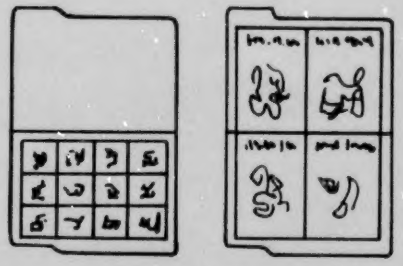
To make the OPPOSITES, ACTION, or OCCUPATION SORTING MAT, divide one side of the folder into twelve squares.



To make the PREPOSITION or COMMON CATEGORIES SORTING MAT, divide each side of the folder into two rectangles.

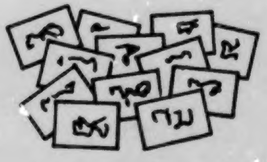
2. If desired, color the selected illustrations with the set of felt-tip markers.

3. Glue the illustrations for the mat onto the folder, and write any cue words needed for the activities. Then laminate the mat.

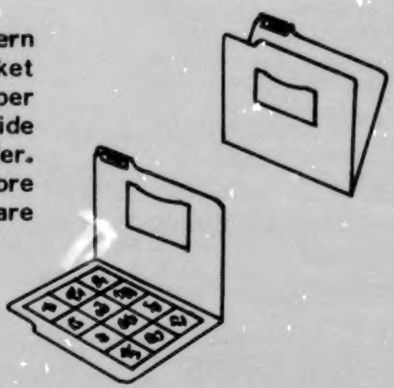


4. To make the set of cards: On construction paper, draw a twelve-square grid identical in size to the mat. Glue an illustration in each square. Cut the squares apart and then laminate.

For the mat containing only four illustrations, use index cards or cut large cards from construction paper. Glue one illustration on each card and laminate.



5. Using the pocket pattern provided, cut a pocket out of construction paper and tape it to the inside or outside of the folder. Use the pocket to store the cards when they are not in use.



6. Write or type the goal on the folder label. Place the label on the folder tab.

ACTION SORTING MAT

Select 12 illustrations of actions and make 2 copies of each

Place one set of 12 illustrations on the mat and the other set of illustrations on cards.

AUXILIARY "IS"

Objective: ______ will use sentences of the form "The ______ is ______ing" with ___% accuracy when describing pictures. Ask the student to describe each action on the mat. When the sentence is said correctly, give the student the matching card.

This activity can also be used for "-ING."

ADVERBS

Objective: ______ will match adverbs to action pictures with ___% accuracy. Make a new set of sorting cards by writing one adverb appropriate to each action picture (slowly, happily, angrily, etc.). Ask the student, "Can you find someone doing something slowly?" After the student locates the picture, say, "OK, now say it like this: The snail is moving slowly."

PAST TENSE VERBS

Objective: ______ will use past tense verbs with ___% accuracy when describing past actions. Look at the sorting mat with the student. Say, "This dog is running. Do you know anyone who ran today? Tell me."

"IS"-REVERSAL QUESTIONS

Objective: ______ will use "is"-reversal questions with ___% accuracy to determine which of twelve pictures the instructor is holding. Give the student twelve markers (buttons, pieces of paper, pennies). Say, "I have one of these pictures. Watch and listen to what I do." Look at all twelve pictures on the mat. Pick a question that can eliminate several illustrations at once. Example: "Is there a boy in the picture?" After asking the question, answer yourself. Example: "Yes, there is a boy in the picture." Then act on that information by eliminating (putting markers on) the pictures that no longer apply. Continue asking questions, answering them yourself, and acting on the information until the possible choices are limited. Then ask, "Is it the ______?" After completing this demonstration of the utility of questions, invite the student to try asking questions and to see how many markers he/she can get on pictures with just one question.

This activity can also be used for COGNITIVE SKILLS.

COGNITIVE SKILLS

Objective: ______ will remember with ___% accuracy which four of twelve pictures were displayed. Select four of the action cards. Put them beside the sorting mat. Say, "Look at these for a while." Remove the pictures. Say, "Show me, on here" (pointing to the sorting mat), "which pictures you saw."

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OPPOSITES SORTING MAT

Select 12 pairs of illustrations showing opposites

Place on the mat one illustration from each opposites pair. Place the remaining twelve illustrations on cards. (Note: The Modifiers section of **Pictures, Please!** has excellent illustrations for this sorting mat.)

ADJECTIVES

Objective: ______ will use adjectives with ___% accuracy in sentences of the form "(Name) likes/doesn't like (adjective) (noun)s." Tell the students about Contrary Harry. Harry only likes the qualities pictured on the cards; he doesn't like the qualities pictured on the sorting mat. You can demonstrate by saying, "Harry likes wide roads, but he doesn't like narrow ones." Invite the students to take turns talking about what Harry likes and doesn't like.

This activity can also be used for "-S" MORPHEME and PRONOUNS.

COMPLEX VERBS

Objective: ______ will construct sentences of the form "It might/could have been (adjective)" with ___% accuracy. Ask the student to finish sentences that you start by saying everything exactly the same except for the adjective.

Teacher: "Margaret didn't remember the road clearly." (Point to the picture on the mat.) "It might have been narrow or . . ."

Student: "It might have been wide" (putting the card over the picture on the mat).

Teacher: "Michael saw the water leaking from the cup, but he didn't know why. The cup could have been broken or. . ."

Student: "It could have been whole."

This activity can also be used for CONJUNCTIONS.

COPULAR "IS"

Objective: ______ will construct sentences of the form "This ______ is ______" with ___% accuracy. Ask the student to locate any picture on the mat and to describe it ("This cow is fat"). Ask the student to locate the matching card ("And this cow is skinny").

This activity can also be used for "AND."

INFINITIVES

Objective: ______ will use "want" + infinitive with ___% accuracy when requesting pictures. Point to the mat and say, "Let's look at this road. It's narrow. We know these pictures are in pairs of opposites, so the other picture must have a wide road. You can guess I have it and ask me for it. Say, 'I want to have the wide road.' Now pick another one you want and ask for it."

"IS"-REVERSAL QUESTIONS

Objective: ______ will use questions starting with "is" with ___% accuracy when asking about pictures. Give the student the sorting mat. Tell the student you have a picture that goes with each picture on the mat. The student can ask what your pictures look like by saying, for example, "Is your cow fat?"

This activity can also be used for ADJECTIVES.

The following opposite pairs are available in **Pictures, Please!**

big-little
clean-dirty
happy-sad
long-short
new-old
straight-crooked
hot-cold
light-heavy
narrow-wide
hard-easy
tall-short
fat-thin
old-young
full-empty
wet-dry
dark-light
open-closed
soft-hard

OCCUPATION SORTING MAT

Select 12 illustrations of occupations and make 2 copies of each

Place one set of 12 illustrations on the mat and the other set of illustrations on cards.

"-S" MORPHEME

Objective: ______ will use "-s" on singular third person verb forms with ___% accuracy when answering questions. Show students one card at a time. For each card, say three things: (1) name of occupation, (2) tools needed, and (3) habitual activity. Example: "She's a firefighter. She needs water. She uses water to put out fires." Then ask questions such as, "What did I say about water? How does she use it?"

This activity can also be used for PRONOUNS and LISTENING SKILLS.

NEGATIVES

Objective: ______ will use "would/would not" with ___% accuracy when discussing possible careers. Divide the cards among the students. Place the sorting mat on the table. Students take turns selecting one card and telling if they would or would not like to have the pictured occupation (and why).

This activity can also be used for "WOULD," INFINITIVES, and "BECAUSE."

"WH-" QUESTIONS

Objective: ______ will formulate "who" and "what" questions with ___% accuracy to learn about occupations. Give the student the sorting mat. For each picture on the mat, the student asks two questions to find out who the person is and what tool the person needs. Give the student the matching card.

This activity can also be used for PRONOUNS.

SEQUENCING

Objective: ______ will arrange three events in proper sequence and retell them with ___% accuracy. The student selects an occupation. Tell the student three activities related to the occupation, but say them out of sequence. Example: "The firefighter puts out the fire. She gets a fire alarm. She goes to the fire." Ask the student, "Which one happens first?"

BASIC CONCEPTS

Objective: ______ will describe exactly where to place one of twelve cards with ___% accuracy. Give the student the sorting mat. Hold up one of the cards. Say, "Tell me where this card belongs." If the student says, "Here," and points, say, "You showed me where it belongs, now tell me." You can help by saying, "This is the first row" (pointing), "this is the second row" (pointing), "and this is the third row" (pointing). "Which row does it go in?" Continue helping by saying, for example, "Which picture is beside it? Tell me."

SAMPLE OCCUPATIONS AND SOURCES

Rolling into Primary Comprehension: police officer (p. 45), clown (p. 46), painter (p. 46), firefighter (p. 47), carpenter (p. 47), artist (p. 48), fisherman (p. 48), baker (p. 49), physician (p. 49), circus performers (pp. 107-109).

School and Home Program: cook (p. 145), astronaut (p. 158), circus performers (p. 194).

Ready-to-Use Sports Illustrations: a wide variety of male and female athletes.

PREPOSITION SORTING MAT

Select 4 illustrations for each of 4 prepositions

Place on the mat one illustration of each preposition. Place the remaining twelve illustrations on cards.

PREPOSITIONS

Objective: ______ **will sort cards with ___% accuracy on the basis of the position of the object illustrated.** Give the student the sorting mat. Select one of the twelve cards. Say, for example, "This card shows a spoon in a cup. Can we find a picture down here" (pointing to the mat) "that has something in something." After the student responds, say, "Now see if you can find another card that belongs here."

PRONOUNS

Objective: ______ **will use the pronouns "I/you/it" with ___% accuracy while discussing locations of people and objects.** Give the student half the cards and keep the rest. Begin the activity with a demonstration: Describe the position on the preposition card ("The monkey is in the barrel"). Then describe your position ("I am in this room"), and the student's position ("You are in this room, too"). Place the card on the mat. The student then takes one of his/her cards and presents a three-sentence description before placing the card on the mat.

This activity can also be used for COPULAR "IS."

COGNITIVE SKILLS (MEMORY)

Objective: ______ **will tell the locations of five hidden pictures with ___% accuracy.** Select five cards. Show them to the student. Then turn the cards face down. Point to one card. Ask the student where the card belongs on the sorting mat. Place the card in the area designated. After all the cards are placed, allow the student to turn them over.

This activity can also be used for PREPOSITIONS.

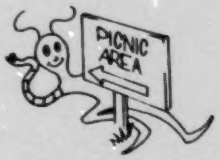
"WH-" QUESTIONS

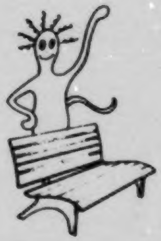
Objective: ______ **will ask questions about where cards belong with ___% accuracy.** Place the sorting mat in front of the student. Select one card. Say to the student, "Ask me where the ______ goes. Then ask me why."

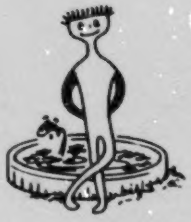
COPULAR "IS" ("WAS")

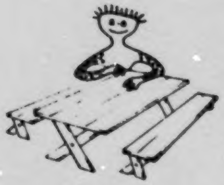
Objective: ______ **will use sentences of the form "Today the ______ is (prepositional phrase). Yesterday the ______ was (prepositional phrase)" with ___% accuracy.** Tell the student that all the objects pictured have been in that location for a long time. Therefore, the student knows where each object is today and where it was yesterday. Ask the student to use two sentences for each card. If the sentences are correct, the card may be placed in the appropriate square on the mat.

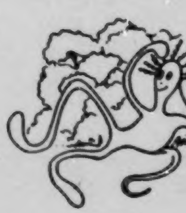
This activity can also be used for PREPOSITIONS.

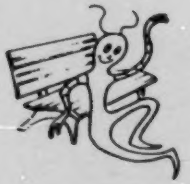












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COMMON CATEGORIES SORTING MAT

Select 4 different illustrations for each of 4 common categories

Suggested categories: transportation, animals, furniture, and food.

Place on the mat one illustration from each category. Place the remaining twelve illustrations on cards.

"-S" MORPHEME

Objective: ______ will use "-s" with ___% accuracy when describing characteristics of familiar objects/animals. Remind the student that we put the hiss or buzz on the end of actions that happen all the time ("My dog eat_s_ canned food"). Tell the student you want to hear the "-s" when he/she tells you something about the picture on each card. For each correct response, the student may place the card in the appropriate square on the sorting mat.

MODALS ("WOULD")

Objective: ______ will use "would" with ___% accuracy when describing conditions of possible need/interest. Explain that all of the pictures are familiar to us and that there are many ways that we would or would not use them. Provide some examples: "I would sit on a chair. I would not eat a chair for dessert." Ask the student to select a card and to tell what he/she would or would not do. For each correct response, the student may place the card in the appropriate square on the sorting mat.

This activity can also be used for NEGATIVES and COGNITIVE SKILLS.

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will use "because" with ___% accuracy when justifying the categorization of cards. Ask the student to place the cards in the appropriate squares on the mat. After this is done, select one of the cards and ask, "Why did you put this card here?" The student responds, "Because it's food/furniture/an animal/a vehicle."

NEGATIVES

Objective: ______ will use "does not" with ___% accuracy when describing the correct location of cards. Randomly distribute the cards face down among the four categories on the mat. Then point to one of the cards and ask, "Does this card belong here?" The student picks up the card, looks at it, and replies either, "Yes, it does," or "No, it does not." By watching the student's face, you try to determine whether or not the student is bluffing. If you guess correctly, you get to keep the card. If you guess incorrectly, the card goes to the student. Alternate turns with the student.

COGNITIVE SKILLS

Objective: ______ will name four members of four different categories with ___% accuracy. The student sorts the cards onto the mat, then names the four pictured items in one of the categories. After the student has named the pictures, turn the cards face down on the mat and ask the student to again name the items in that category. Do the same with the remaining categories.

SAMPLE CATEGORIES AND SOURCES

Animals from **Animals: 1419 Copyright-Free Illustrations.**

Food from **Ready-to-Use Food and Drink Spot Illustrations.**

Transportation from **The Kids' Stuff Book of Patterns, Projects, and Plans to Perk Up Early Learning Programs.**

Furniture from **Pictures, Please!**

Professions from **Rolling into Primary Comprehension.**

Sports from **Ready-to-Use Sports Illustrations.**

Clothing from **Group Games Galore.**

Cut-Outs

Suggested Ages: 5-12

Language is a method of mapping perceptions. Through language, a speaker attempts to encode the salient features of the environment. The aspects most likely to be discussed are those that interest or involve the speaker.

Language activities that stimulate student participation can at times seem elusive. However, one way to generate heightened interest is with manipulables—items that can be handled, rearranged, and made to fit the user's particular interest.

Cut-outs are two-dimensional manipulables made by cutting around outlines of pictures, then laminating and using with a specific background, a flannel board, or on a table top.

Although not as exciting as the real thing, cut-outs are more interesting than plain pictures. Students that might slouch back in their chairs and show minimal interest in discussing illustrated cards might well be coaxed into active use of cut-outs with attendant conversation and interaction.

Drill: Provide an appropriate background for the cut-outs. (For food, have a refrigerator. Find a closet for clothes cut-outs and a house or room for furniture cut-outs.) The student says the requested sentence while placing each cut-out appropriately on the background. To extend use, ask the student to say the sentence for each previously placed cut-out before adding a new one.

Interactive Methods: Cut-outs are maximally suited to interactive methods. Provide verbalization appropriate to placement of the items, then ask the student about the information. Example: "Let's put the celery in the drawer. Where does the celery go? We have celery here, but we don't have any carrots yet. What are we missing?"

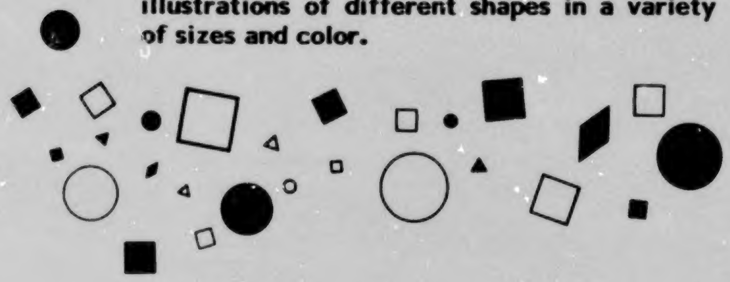
Informational Drill: Show the cut-outs, one at a time, and ask the student a question: "Where would this go? What could the ______ do with this? Tell me about this." After the student responds, hand over the background sheet and say, "show me." Further discussion can ensue during placement of the cut-outs.

Barrier Games: This is an ideal format for barrier games. Make two identical sets of cut-outs, including backgrounds if you wish. One student (the speaker) describes either a specific cut-out or the organization of several cut-outs. The listening student locates or arranges the cut-outs.

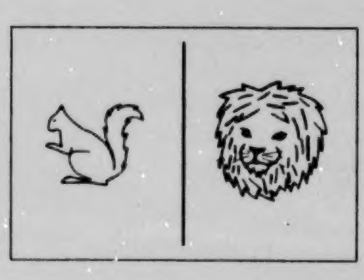
Experience: Present cut-outs to the students without explanation. Follow through on their verbalizations as they inspect the cut-outs and determine how to use them.

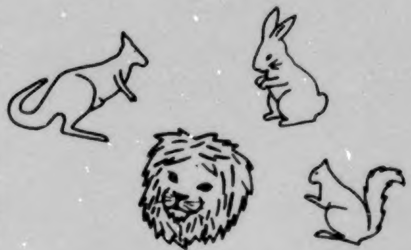
How to Construct

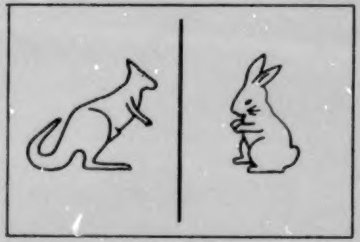
SHAPE/SIZE/COLOR CUT-OUTS: Individual illustrations of different shapes in a variety of sizes and color.



CUT-OUTS AND CARDS: Individual illustrations of figures or objects combined with a set of cards containing the same illustrations in pairs.







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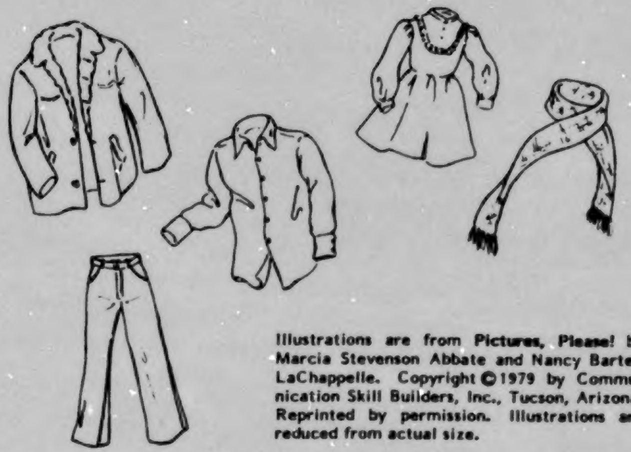
MATERIALS

1. Selected illustrations.
2. Felt-tip coloring set.
3. Scissors.
4. Glue.
5. Flannel (optional).
6. Laminating materials.
7. 4" x 6" index cards for CUT-OUTS AND CARDS.

CATEGORY SETS: Individual illustrations of figures or objects divided into common categories.



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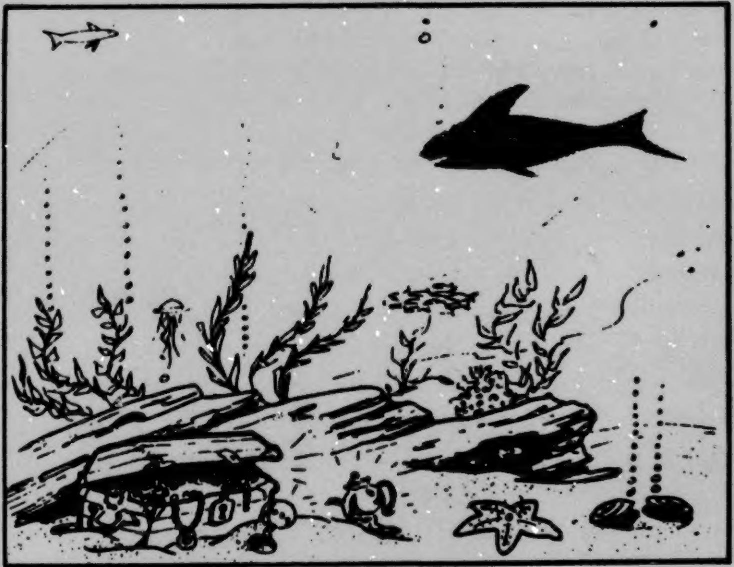
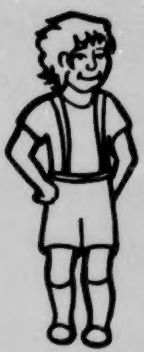
Cut-Outs

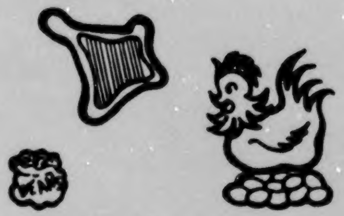
INSTRUCTIONS

1. Color the selected illustrations.
2. Cut out the individual figures and/or objects.
3. When making CUT-OUTS AND CARDS, glue selected illustrations onto 4" x 6" index cards and draw a line down the middle of each card to separate the illustrations.
4. Laminate the cut-outs, background(s), and cards.
5. If you wish, prepare the cut-outs for use on a flannel board by gluing strips of flannel across the back.





PUPPETS AND PROPS: Individual illustrations of figures and associated objects.



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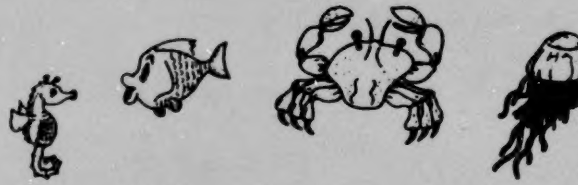
CUT-OUTS AND BACKGROUNDS: Individual illustrations of figures or objects used with a related background.



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SHAPE/SIZE/COLOR CUT-OUTS	**Make sets of shapes in different sizes and colors (1 shape per set)**

PREPOSITIONS

Objective: ______ will use prepositions with ___% accuracy when describing the actions of the teacher. Place shapes, one at a time, on a flannel board or table. Ask the student, "What did I do?"

Teacher: (Put star on flannel board) "What did I do?"
Student: "You put a red star on the board."
Teacher: (Put square over the star) "What did I do?"
Student: "You put a square on the board."
Teacher: "Where did I put it? Under the star?"
Student: "No. Over the star."
Teacher: "Right. Now tell me again. What did I do?"
Student: "You put a yellow square over the red star."

This activity can also be used for ADJECTIVES.

REFERENTIAL COMMUNICATION

Objective: ______ will give directions with ___% accuracy so that the teacher can perform the specified activity. Tell the student to watch you carefully. Put a shape in the center of the table or flannel board. Remove the shape. Ask for directions so you can repeat the action. (If you prefer, have one student look away while you perform the action. Then another student must tell that student how to do what you just did.)

This activity can also be used for BASIC CONCEPTS.

COMPARATIVES

Objective: ______ will comprehend and use comparative adjectives with ___% accuracy. Arrange a group of shapes in an attractive display. Keep in mind the following comparatives: bigger, smaller, closer, further, lower, higher. Give one student a direction ("Find a shape that is smaller than the yellow star"). Then allow that student to make up a direction for you or for another student.

This activity can also be used for PRONOUNS and COPULAR "IS."

NEGATIVES

Objective: ______ will arrange shapes in accordance with a description containing an implied negative with ___% accuracy. Ask the student to listen carefully and to arrange a display that matches your sentences. Examples: "The red star is missing. The first shape is different. All the squares except the smallest one are on the board."

COPULAR "IS"

Objective: ______ will use "is" when discussing colors of shapes. Ask the student to use sentences of the form "The (shape) is (color)." Later, have the student use the form "The (size) (shape) is (color)."

REDUCTION TABLE

If you have access to a photocopy machine that makes reductions of approximately 77% and 64%, you may use this chart to plan the finished size of your illustration.

If you wish the final illustration to be this size of the original:	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
Reduce original illustration by:	77%	64%	77%	77%	64%
Then reduce reduction by:	—	—	64%	77%	64%
Then reduce second reduction by:	—	—	—	64%	64%

SUBORDINATE CLAUSES ("BECAUSE")

Objective: ______ will answer questions by using a phrase beginning with "because" with ___% accuracy. Set up an interaction involving the objects in the category:

Teacher: "Shirley wore her coat" (holding up cut-out of coat) "because she was cold. Why did Shirley wear her coat?"

Student: "Her cold."

Teacher: "That's right, because she was cold. Tell me that."

Student: "Because she cold."

This activity can also be used for PRONOUNS.

PAST TENSE VERBS

Objective: ______ will use irregular past tense verbs with ___% accuracy when retelling a story. Create a story that uses two or three verb forms repeatedly:

Teacher: "Albert went to a smorgasbord. He saw some spaghetti." (Pick up the cut-out.) "He ate the spaghetti. What happened?"

Student: "He saw some spaghetti and he ate it."

Teacher: "Right. Then he saw some pudding. He didn't eat it. He ate some cake instead. What happened?"

This activity can also be used for NEGATIVES.

COMPLEX VERBS

Objective: ______ will use verb forms consisting of modal + auxiliary + past participle with ___% accuracy in response to questions. Start a narration format. Ask the student to continue with the format. If using foods, you could say, "Mary bit something crunchy. It could have been celery" (moving the celery forward), "but it might have been a carrot" (moving carrot). "Then she ate something soft. It . . ." Ask the student to continue.

This activity can also be used for COGNITIVE SKILLS.

CONJUNCTIONS ("AND, BUT")

Objective: ______ will respond to sentences containing both "and" and "but" with ___% accuracy. Construct situations relating to the category used (tools: repairing/building; food: eating/shopping; clothes: dressing/washing). Ask the student to listen and to act on the information given. For example, lay out all the pictures of tools. Say, "Albert fixed a window. He used a ______ and a ______, but not a ______. Tell me what he used."

This activity can also be used for NEGATIVES.

PREPOSITIONS

Objective: ______ will use prepositions with ___% accuracy when discussing the location of objects. Set up an interaction involving the location of the objects:

Teacher: (Using cut-outs of a squirrel and a variety of foods) "Alfie's always hiding food. Watch carefully so you can help me find it." (Put the radishes under the fish.) "The radishes are under the fish. Where are the radishes?"

Student: "Under the fish."

Teacher: "Yes, they are under the fish, and" (placing the cut-out) "the ice cream is beside the fish. Where should we hide the meat?"

Student: "Over there."

Teacher: "OK, Alphie will take the meat away from the rest of the food. Now, tell me where all the food is. Start with the radishes."

This activity can also be used for COPULAR "IS."

NEGATIVES

Objective: ______ will use "can" and "cannot" ("can't") with ___% accuracy when discussing expectations of various characters. The student selects a character and an associated item. He/she says a sentence such as "You probably can find a squirrel with an acorn." Replacing the acorn with a pizza, the student says "You (probably) cannot find a squirrel with a pizza."

This activity can also be used for ADVERBS ("PROBABLY").

INFINITIVES

Objective: ______ will use "likes" + infinitive verb with ___% accuracy when answering questions about various characters. Place a character on the flannel board. Say, for example, "Here's a squirrel. It likes to have an acorn" (putting up an acorn) "every morning. What do you know about this squirrel?"

This activity can also be used for "-S" MORPHEME.

PAST TENSE VERBS

Objective: ______ will use past tense verbs with ___% accuracy when answering the question, "What happened?" Create a brief interaction among the characters and associated items: Put the squirrel on the flannel board. Say, in a high voice, "Oh boy, I'm so hungry!" Put the acorn on the board. Put the squirrel over the acorn and make eating noises. Take the acorn away. Then ask questions about the interaction.

Teacher: "What happened?"

Student: "Him eat."

Teacher: "What ate?"

Student: "The squirrel ate."

Teacher: "Yes. The squirrel ate ... something. What?"

Student: "That thing."

Teacher: "The acorn. The squirrel ate the acorn. That's what happened. What did the squirrel do?"

Student: "Ate that—what you call?"

Teacher: "Acorn. The squirrel ate the acorn."

This activity can also be used for "WH-" QUESTIONS.

NEGATIVES

Objective: ______ will respond correctly to statements containing implied negatives ("different, absent, except") with ___% accuracy. Ask the student to listen carefully to your statement and to arrange the puppets and props accordingly. Use sentences like: "Everyone is here except the squirrel. The squirrel is eating a different food."

This activity can also be used for COGNITIVE SKILLS.

PRONOUNS

Objective: ______ will use a pronoun with ___% accuracy after specifying the referent. Distribute the puppets and props among the students. Ask each student to "introduce" the puppets and tell something about each one. Example: "This is the squirrel. It likes to eat nuts. This is (boy's name). He has a record player."

This activity can also be used for "-S" MORPHEME and "HAS."

Larger office supply stores carry miniature file folders in 3" x 5" and 4" x 6" sizes. Once obtained, these folders can be made into ideal containers for PUPPETS AND PROPS by taping the sides shut and using the file tab to label the set. You can then use any available file box to store the sets.

CUT-OUTS AND CARDS

Make a set of 4" x 6" cards to accompany any cut-out set

Make one or more photocopies of each illustration in the cut-out set. On each card, place two illustrations, one on the left side and one on the right. (You may use each cut-out illustration more than once in the card deck.) Draw a dividing line down the center of each card.

CONJUNCTIONS ("AND, BUT, OR")

Objective: ______ will use the conjunctions "and" and "but" with ___% accuracy when describing pictures on a card. Select one card. On a flannel board, place the two cut-outs pictured on the card. Hide the card in the card deck. Students take turns drawing a card and comparing the illustrations with those on the flannel board ("It has a horse but not a squirrel. It doesn't have a horse or a squirrel").

This activity can also be used for "HAS/DOESN'T HAVE."

COGNITIVE SKILLS

Objective: ______ will discuss one similarity between two illustrations with ___% accuracy. Pass the cards out to the students. Tell them to listen to the discussion to learn ways in which both illustrations on a card are similar. While placing cut-outs on a flannel board, discuss similarities and differences. Example: "Let's talk about ways that animals are alike and different. Size is one way that animals are alike and different. Some animals are big." Put cut-outs on the flannel board. "A horse is big. A rhinoceros is big. A squirrel is not big. Let's put the squirrel over here. What other animals are big?" After all the animals are sorted, ask, "Who has two animals that are big?"

NEGATIVES

Objective: ______ will use the negative forms "don't see" and "don't have" with ___% accuracy when discussing pictures and cards. Distribute cards to students. Place one cut-out on a flannel board. Students sort through their cards to locate those containing the illustration on the flannel board while saying, "I see a ______ but I don't see a ______." After each student has talked about his/her cards, place another cut-out on the flannel board. Any student with a card containing both illustrations may turn it in. Remove the two cut-outs from the flannel board. Start a new round of play by putting another cut-out on the flannel board. Continue in this manner until one student turns in all his/her cards, thereby winning the game.

This activity can also be used for "BUT" and "AND."

"WH-" QUESTIONS

Objective: ______ will ask sufficient questions to determine another student's picture with ___% accuracy. Give one student one card. Tell the other students they will ask questions to find out what pictures are on the card. Put a dividing line on the flannel board so that it resembles a large card. Put half the cut-outs on one side of the line and half the cut-outs on the other side. Say, for example, "I'll start the questions. I want to know about the animal on this side of the card" (pointing to the left side of the flannel board). "What does it eat?" After the student with the card answers the question, remove all the cut-outs that don't qualify—"Oh, it eats meat? It's not the squirrel" (removing the squirrel), "but it could be the lion." Then let a student go through the questioning process. Keep asking questions until you have narrowed the possibilities to just one for each side of the card.

BASIC CONCEPTS

Objective: ______ will give directions for placement of various illustrations with ___% accuracy. Place all the cards in the center of the table. Ask one student to draw a card and to make up an instruction involving both illustrations ("Put the cow over the horse"). Another student uses the cut-outs on the flannel board to carry out the request.

This activity can also be used for LISTENING SKILLS.

PREPOSITIONS

Objective: ______ will use prepositions to describe the location of objects with ___% accuracy. Ask the student to tell you where to place each of the cut-outs. If the student points to the place rather than verbalizing, provide the appropriate verbalization for the student.

REFERENTIAL COMMUNICATION

Objective: ______ will arrange objects on a background, then describe the object placement with ___% accuracy so that a listener can create an identical arrangement. Make two identical sets of cut-outs and backgrounds. Give one set to each of two students. One student arranges the objects on the background, then describes the arrangement so that the listening student, without seeing the speaker's set, can make the identical arrangement.

"DO"-REVERSAL QUESTIONS

Objective: ______ will ask questions of the form "Do you have any ______?" with ___% accuracy. Give each student a different background. Divide the cut-outs among the students, making certain each student does not receive cut-outs that go with his/her background. Students take turns asking questions and making trades.

Student 1: "Do you have any animals?"

Student 2: "Yes. Do you have any clothes?"

Student 1: "No."

Student 2: "You can't have any animals, then."

Student 1: (To a third student) "Do you have any animals?"

This activity can also be used for "HAVE" and FUNCTIONAL COMMUNICATION.

SUBORDINATE CLAUSES ("AFTER")

Objective: ______ will follow directions containing the word "after" with ___% accuracy. Introduce a three-part activity consisting of:

1. Giving an instruction containing a subordinate clause: "Give me the eggs after you give me the celery."
2. Helping the student to put the instruction into two smaller sentences: "Give me the celery. Then give me the eggs."
3. Confirming the student's correct response to the instruction: "Yes, you gave me the eggs after you gave me the celery."

When the student becomes comfortable with the activity, add the use of the background for greater complexity: "Put the eggs in the refrigerator after you put the celery in the sink."

SUBORDINATE CLAUSES ("AFTER")

Objective: ______ will use a phrase starting with "after" with ___% accuracy. Perform two actions in a sequence (pick up the celery, put the carrots beside the refrigerator). Ask the student to describe your actions. Then ask the student to use "after" to describe your actions.

This activity can also be used for PAST TENSE VERBS.

SAMPLE CUT-OUTS AND BACKGROUNDS

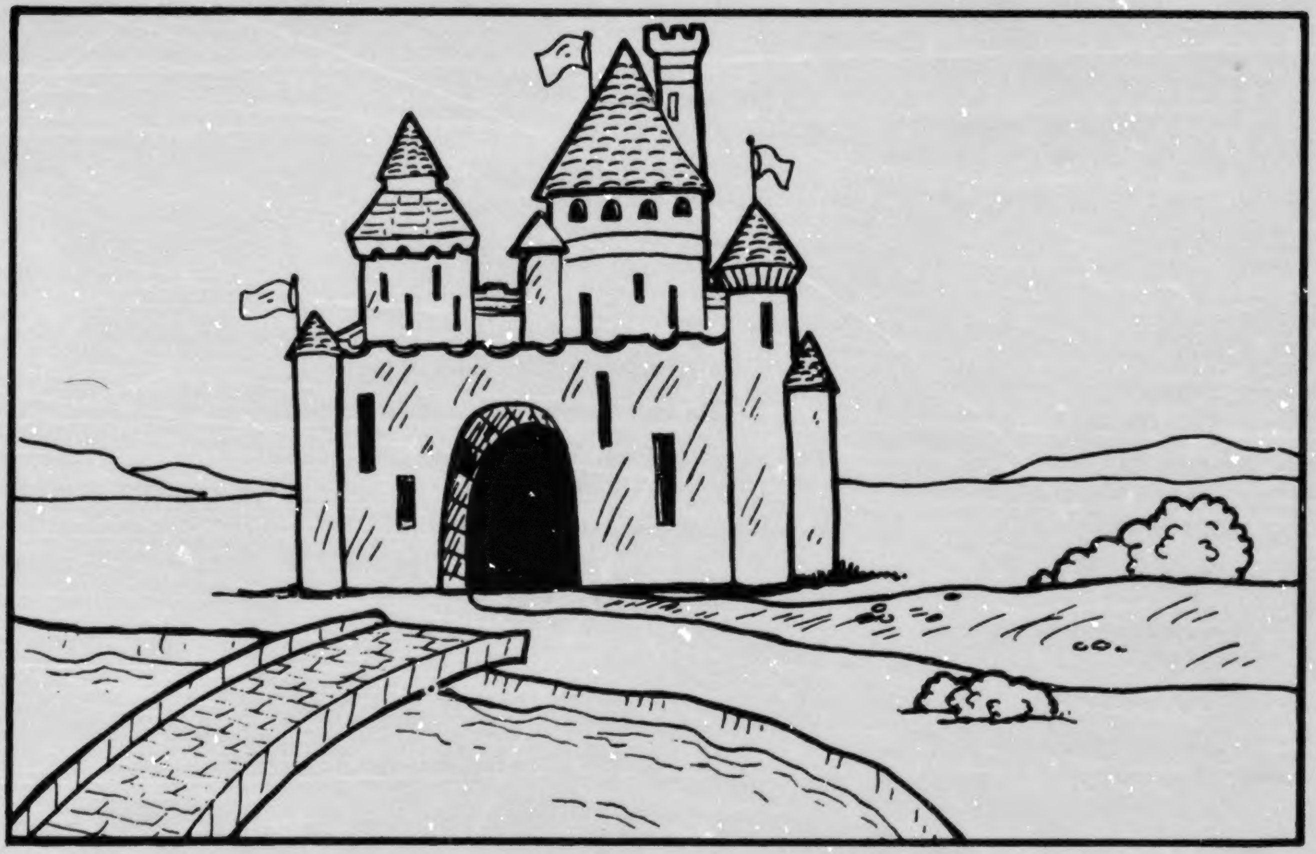
Animals and a farm from **The Kids' Stuff Book of Patterns, Projects, and Plans to Perk Up Early Learning Programs.**

Space people and a planet surface from **School and Home Program.**

Medieval characters and a castle from **Following Directions K-2.**

Food and a refrigerator from **Group Games Galore.**

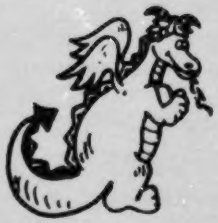
Clothing and a closet from **Group Games Galore.**

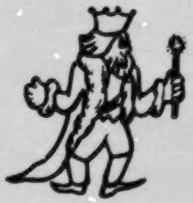


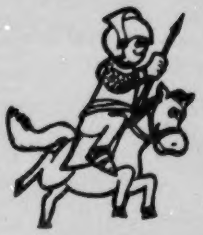
Illustrations are from **Following Directions** K-2 by Dolores Rose Amato. This title is part of an eight-book Reading Comprehension Series. Copyright ©1982 by Enrich Div./Ohaus, San Jose, California. Reprinted by permission.

TEENY SCENE CUT-OUTS

Teeny Scenes are a highly appealing variation of CUT-OUTS AND BACKGROUNDS. To make them, find small background scenes and accompanying figures (or reduce larger ones). Cut out the figures, then color and laminate the set. The illustrations shown on this page are ideal for Teeny Scenes. They are already the appropriate size, and the subject matter naturally evokes comment and discussion.







SUMMARY LIST OF FORMATS AND GOALS

For a quick reference when planning language sessions, reproduce these two pages. Highlight the materials that have been constructed.

"AS IS" MATERIALS

Prepared Worksheets: copular "is," basic concepts, cognitive skills, "wh–" questions, prepositions.

Related Illustrations on One Page: basic concepts, listening skills, "–ing," cognitive skills, auxiliary "is."

Pages Illustrating Sequences: subordinate clauses, past tense verbs, listening skills, "is"–reversal questions, complex verbs.

ANALOGY CARDS

Common Related Objects: "–s" morpheme, modals, subordinate clauses, conjunctions, listening skills.

Animals and Homes: possessives, "–s" morpheme, "wh–" questions, negatives, subordinate clauses.

Players and Sports Equipment: "–s" morpheme, pronouns, cognitive skills, copular "is," listening skills.

Raw Materials and Finished Products: sequencing, infinitives, copular "is," "wh–" questions, listening skills.

Occupations and Tools: "–s" morpheme, relative clauses, infinitives, negatives, copular "is."

WHEELS

Clothing Wheel: personal pronouns, modals, prepositions, adjectives.

Animal Wheel: comparatives, conjunctions, modals, copular "is," "wh–" questions.

Action Wheel: infinitives, "–s" morpheme, adverbs, subordinate clauses, past tense verbs.

Transportation Wheel: negatives, "–s" morpheme, infinitives, subordinate clauses, copular "is."

Noun Wheel: referential communication, comparatives, negatives, relative clauses, copular "is."

PULL STRIPS

Size and Shape Pull Strip: comparatives, copular "is," negatives, copular "is," listening skills.

Double Pull Strip: "–s" morpheme, conjunctions, negatives.

Sequence Pull Strip: sequencing, referential communication, subordinate clauses, past tense verbs, future tense verbs.

Picture Parts Pull Strip: modals, "do"–reversal questions, "–s" morpheme, referential communication.

Hidden Picture Pull Strip: "–s" morpheme, auxiliary "is," prepositions, conjunctions, basic concepts.

FLIP BOOKS

Action and Time Flip Books: functional communication.

People and Action Flip Books: functional communication.

People and Object Flip Books: functional communication.

Object and Action Flip Books: functional communication.

Object and Location Flip Books: functional communication.

CARD DECKS

Same Objects Card Decks: negatives, relative clauses, subordinate clauses, conjunctions, referential communication.

Common Categories Card Decks: relative clauses, noun-verb agreement, adverbs, copular "is," referential communication.

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Two-Part Picture Card Decks: "do"-reversal questions, "-s" morpheme, "wh-" questions, comparatives, negatives.

Embedding Card Decks: subordinate clauses, relative clauses.

Picture Set Card Decks: infinitives, functional communication, "do"-reversal questions, referential communication, copular "is."

SPINNERS

Parts of Speech Spinners: adverbs, adjectives, possessives, comparatives, noun-verb agreement.

Embedding Spinners: subordinate clauses, relative clauses.

Recoding Spinners: relative clauses, infinitives.

GAMEBOARDS AND PACERS

Solid Gameboard: basic concepts, cognitive skills, infinitives, conjunctions, noun-verb agreement.

Sentence Gameboard: relative clauses, negatives, "do"-reversal questions, conjunctions, listening skills.

Pyramid Gameboard: "-ing," future tense verbs, conjunctions, "do"-reversal questions, listening skills.

Raceway Gameboard: articles, functional communication, relative clauses, sequencing, adjectives.

Ready-to-Go Gameboards: basic concepts, cognitive skills, listening, referential communication, adverbs.

FRONT-AND-BACK CARDS

Front-and-Back Contrast Cards: noun-verb agreement, comparatives, articles, adjectives, modals.

Front-and-Back Punch Cards: future tense verbs, cognitive skills, listening skills, subordinate clauses.

Front-and-Back Puzzle Cards: cognitive skills, copular "is," sequencing, listening skills, past tense verbs.

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ONE-WAY HOMEWORK PACKS

Homework Sheets and Sentences: "-s" morpheme, adverbs, complex verbs, basic concepts, past tense verbs.

Homework Pouches: noun-verb agreement, functional communication, subordinate clauses, future tense verbs, infinitives.

Homework Illustration Groups: subordinate clauses, relative clauses, prepositions, adverbs, possessives.

SORTING MATS

Action Sorting Mat: auxiliary "is," adverbs, past tense verbs, "is"-reversal questions, cognitive skills.

Opposites Sorting Mat: adjectives, complex verbs, copular "is," infinitives, "is"-reversal questions.

Occupation Sorting Mat: "-s" morpheme, negatives, "wh-" questions, sequencing, basic concepts.

Preposition Sorting Mat: prepositions, pronouns, cognitive skills, "wh-" questions, copular "is."

Common Categories Sorting Mat: "-s" morpheme, modals, subordinate clauses, negatives, cognitive skills.

CUT-OUTS

Shape/Size/Color Cut-Outs: prepositions, referential communication, comparatives, negatives, copular "is."

Category Sets: subordinate clauses, past tense verbs, complex verbs, conjunctions, prepositions.

Puppets and Props: negatives, infinitives, past tense verbs, pronouns.

Cut-Outs and Cards: conjunctions, cognitive skills, negatives, "wh-" questions, basic concepts.

Cut-Outs and Backgrounds: prepositions, referential communication, "do"-reversal questions, subordinate clauses.

Notes

Twenty Sources of Reproducible Illustrations

Reproducible illustrations, a recent development in teaching materials, have been made popular by the availability of photocopy machines.

Teachers can now locate specific pictures without lengthy searches through magazines, catalogs, or other traditional sources. Any of the selected illustrations can then be used in as many different materials as desired.

Additionally, the reproduction of pictures allows variations not previously possible. Portions of pictures can be cut out and used, leaving the original intact. Multiple copies can be made for card sets or group materials. Games can be constructed and reproduced for colleagues or for students' homework. The consumable aspect of photocopied pictures invites the construction of one-way homework packs and permits countless barrier game applications.

With a little effort, almost any illustration can be made into any material. The purpose of this section is to give recommendations for the easiest and most natural uses of the twenty sources covered.

The description of each source includes, for quick reference, a chart in which the suggested uses are checked. You may, of course, find many other applications or rule out some of the ones listed.

The books and worksheets presented cover a variety of needs, interests, and age levels. Used together, they form a fairly complete library of illustrations appropriate for most case loads.

ANIMALS: 1419 Copyright-Free Illustrations of Mammals, Birds, Fish, Insects, etc.

by Jim Harter

Age Range: 8-Adult

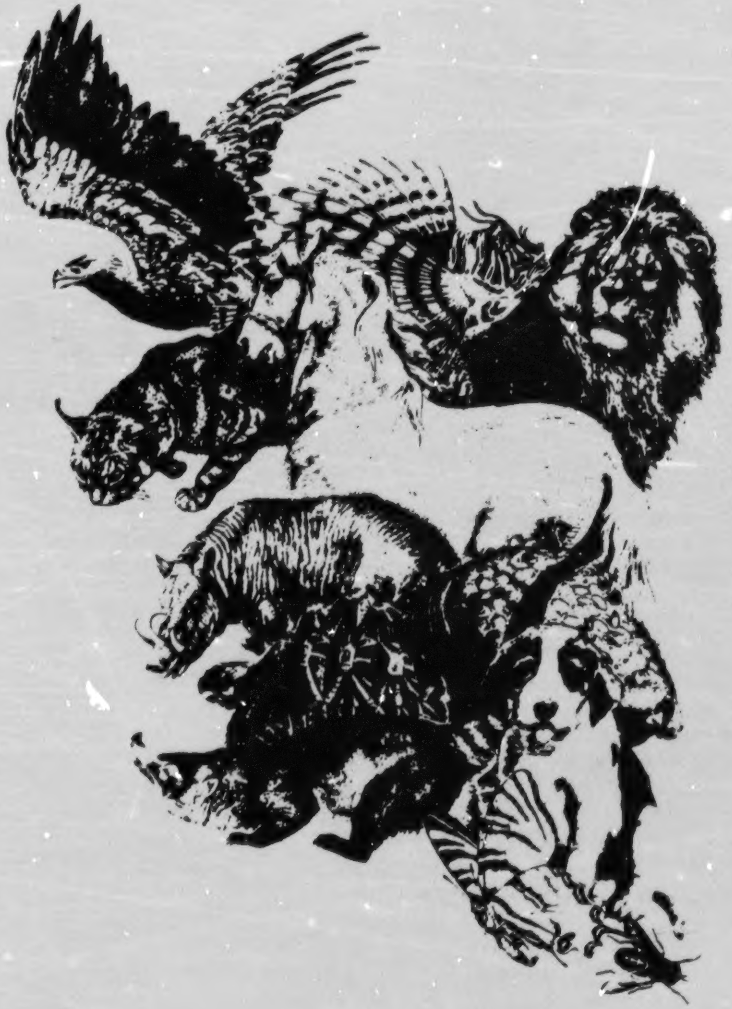
283 pages, $8.95 (June 1983)

Published by Dover Publications, Inc., 180 Varick
Street, New York, New York 10014

This selection of hundreds of animals is compiled from nineteenth century sources. The wood engraving process originally used is apparent in the detail and style of the drawings. The alphabetical index lists animals by both common and scientific names. Animals are shown in a variety of poses and scenes.

Other titles in the series:

- **Handbook of Pictorial Symbols**
- **Food and Drink: A Pictorial Archive from Nineteenth-Century Sources**
- **Silhouettes: A Pictorial Archive of Varied Illustrations**
- **Children: A Pictorial Archive from Nineteenth-Century Sources**



From **Animals: 1419 Copyright-Free Illustrations** by Jim Harter. Copyright © 1979 by Dover Publications, Inc., New York, New York. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√		√	
Analogy Cards			√		
Wheels	√		√		
Pull Strips	√				
Flip Books			√		
Card Decks	√	√	√	√	√
Spinners	√	√	√		
Gameboards and Pacers	√				
Front-and-Back Cards	√	√	√		
One-Way Homework Packs	√	√	√	√	
Sorting Mats	√	√			
Cut-Outs	√	√	√		√

This book has exactly what the title states—an enormous number of animal pictures all drawn in rich detail and realism.

The number and variety of illustrations on each page make the sheets useful "as is" materials.

For analogy cards, the animals are provided, but the homes will need to be found elsewhere.

Several animal wheels, pull strips, and spinners can be made using the same animal, similar animals, or unrelated ones.

One flip book of animals can be used with flip books from other sources.

Any type of card deck is possible, as well as an animal gameboard.

The book offers a variety of different illustrations of the same animal. Therefore, sorting mats can vary from simple mats of different animals to cognitively challenging tasks based on locating a specific animal among similar ones.

Cut-outs made from this source glow with realism and inspire a variety of comments, discussions, and dialogues.

If this weren't enough, this book is one of the few to offer full-page and half-page scenes for Front-and-Back Puzzle Cards.

Other possible uses for these illustrations include:

1. Asking a student to make up a story about an illustration, writing the story, then reading it back to the student.
2. Giving each student an illustration of an animal to research and then discuss.

All the illustrations are especially good for older students because the drawings have a photographic quality.

CHANGE FOR CHILDREN: Ideas and Activities for Individualizing Learning (Revised Edition)

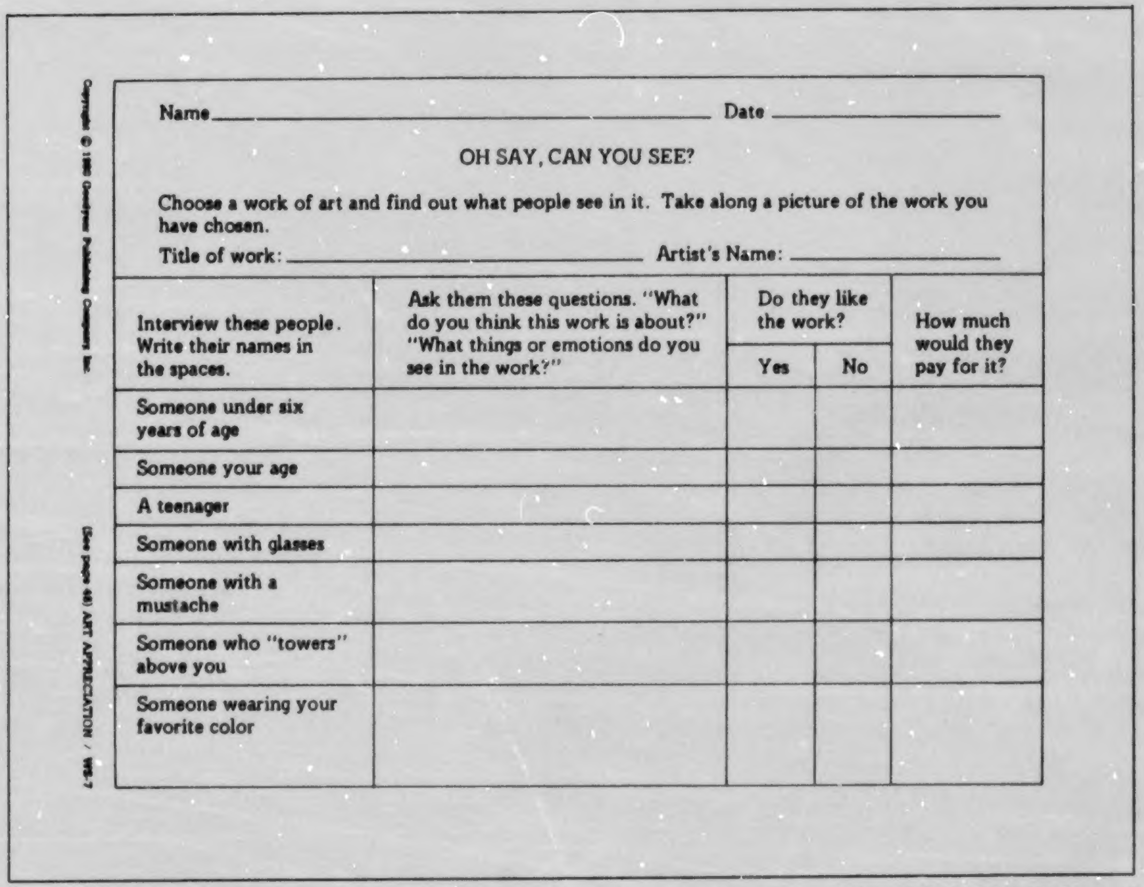
by Sandra Nina Kaplan, JoAnn Butom Kaplan, Sheila Kunishima Madsen, and Bette Taylor Gould

Age Range: 12-18

255 pages, $9.95 (June 1983)

Published by Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025

Instructions and worksheets are provided for 22 different learning centers, such as art appreciation, cooking, bilingual studies, health, maps, sports. Additional sections cover administrative details related to learning centers: planning classroom time, record keeping, and independent study.



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Name______________________________ Date ________________

OH SAY, CAN YOU SEE?

Choose a work of art and find out what people see in it. Take along a picture of the work you have chosen.

Title of work: ________________________ Artist's Name: ________________

Interview these people. Write their names in the spaces.	Ask them these questions. "What do you think this work is about?" "What things or emotions do you see in the work?"	Do they like the work?		How much would they pay for it?
		Yes	No	
Someone under six years of age				
Someone your age				
A teenager				
Someone with glasses				
Someone with a mustache				
Someone who "towers" above you				
Someone wearing your favorite color				

(See page 48) ART APPRECIATION / WS-7

From **Change for Children** by Sandra Nina Kaplan, JoAnn Butom Kaplan, Sheila Kunishima Madsen, and Bette Taylor Gould. Copyright © 1980 by Scott, Foresman and Company, Glenview, Illinois. Reprinted by permission. Reduced from actual size.

Other titles in the series (for younger students):

- **A Calendar of Home/School Activities**
- **The Teachers' Choice: Ideas and Activities for Teaching Basic Skills**
- **A Young Child Experiences: Activities for Teaching and Learning**

FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials		√			√
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats					
Cut-Outs					

This book was written for the classroom teacher interested in creating an individualized learning environment. The majority of the learning centers are appropriate for junior high and high school students.

Many of the activities and displays can be used as the basis for teaching language.

Most of the book is not reproducible. It contains instructions and illustrations for designing the learning centers.

The fifty full-page reproducible worksheets in the back offer a variety of language-teaching situations. Since they were not written specifically for language, adaptation of the instructions is necessary. In most cases, however, working with the students while they complete the sheets, rather than asking the students to work silently, is the only adaptation necessary.

COMPREHENSION COLLECTION: Endangered Wildlife of the World

by Beverly Armstrong

Age Range: 12-18

32 pages, $3.95 (June 1983)

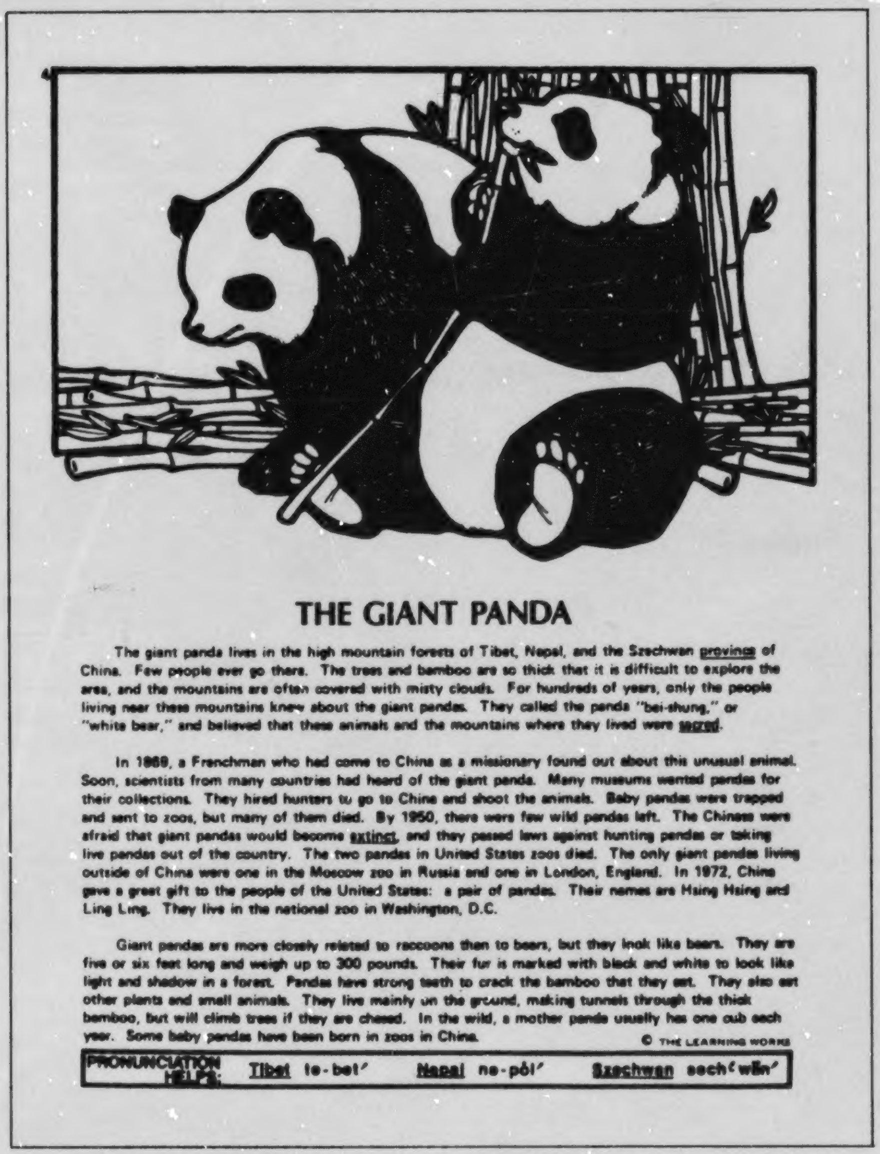
Published by The Learning Works, P.O. Box 6187,
Santa Barbara, California 93111

Fourteen endangered animals are illustrated and described in a paragraph. A separate comprehension worksheet accompanies each illustrated page.

Other titles in the series:

Gumball Grammar

Who's Following Directions?



THE GIANT PANDA

The giant panda lives in the high mountain forests of Tibet, Nepal, and the Szechwan province of China. Few people ever go there. The trees and bamboo are so thick that it is difficult to explore the area, and the mountains are often covered with misty clouds. For hundreds of years, only the people living near these mountains knew about the giant pandas. They called the panda "bei-shung," or "white bear," and believed that these animals and the mountains where they lived were sacred.

In 1869, a Frenchman who had come to China as a missionary found out about this unusual animal. Soon, scientists from many countries had heard of the giant panda. Many museums wanted pandas for their collections. They hired hunters to go to China and shoot the animals. Baby pandas were trapped and sent to zoos, but many of them died. By 1950, there were few wild pandas left. The Chinese were afraid that giant pandas would become extinct, and they passed laws against hunting pandas or taking live pandas out of the country. The two pandas in United States zoos died. The only giant pandas living outside of China were one in the Moscow zoo in Russia and one in London, England. In 1972, China gave a great gift to the people of the United States: a pair of pandas. Their names are Hsing Hsing and Ling Ling. They live in the national zoo in Washington, D.C.

Giant pandas are more closely related to raccoons than to bears, but they look like bears. They are five or six feet long and weigh up to 300 pounds. Their fur is marked with black and white to look like light and shadow in a forest. Pandas have strong teeth to crack the bamboo that they eat. They also eat other plants and small animals. They live mainly on the ground, making tunnels through the thick bamboo, but will climb trees if they are chased. In the wild, a mother panda usually has one cub each year. Some baby pandas have been born in zoos in China.

© THE LEARNING WORKS

PRONUNCIATION HELPS: Tibet te-bet′ Nepal ne-pôl′ Szechwan sech′wän′

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BEST COPY AVAILABLE

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials		✓			✓
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks		✓			
Spinners					
Gameboards and Pacers					
Front-and-Back Cards	✓	✓	✓		
One-Way Homework Packs					
Sorting Mats					
Cut-Outs					

This book was designed to provide interesting subject matter for work on reading comprehension skills. Each illustration and paragraph are accompanied by a full-page question sheet.

Little adaptation is required to use the materials for listening comprehension. Read a sentence or two at a time, then ask questions about the information read.

Since the paragraphs are the same size as the illustrations, a large set of cards can be constructed with the illustration on one side and the paragraph on the other.

The illustrations make good backs for Front-and-Back Puzzle Cards.

As the title suggests, the content of all the stories concerns animals close to extinction.

DESERT LIFE

by Pamela Elise Bell

Age Range: 9-14

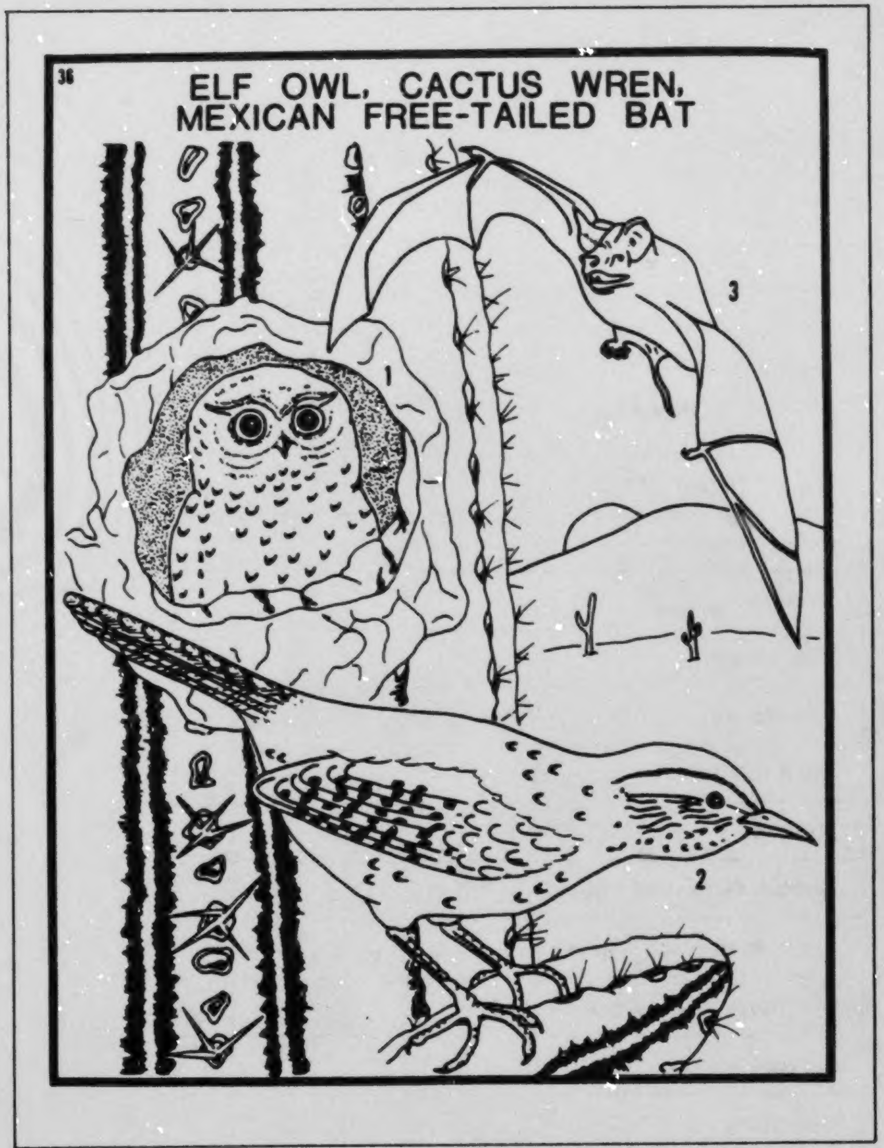
76 pages, $6.95 (June 1983)

Published by Creative Classroom, Box 1019,
Temple City, California 91780

Twenty full-page illustrations of desert plants and animals are accompanied by descriptive paragraphs as well as study questions. (Suggested answers are provided in the back of the book.) Twenty activity pages reinforce concepts learned from the material.

Other titles in the series:

- **Backyard Animal Life**
- **Dinosaur and Prehistoric Life**
- **Pond Life**
- **Tide Pool Life**



From Desert Life by Pamela Elise Bell. Copyright © 1980 by Creative Classroom, Temple City, California. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials		√		√	√
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards	√	√	√		
One-Way Homework Packs					
Sorting Mats					
Cut-Outs					

This book was designed to use when teaching a unit on deserts. The full-page illustrations and informative paragraphs are easily adapted to interactive language-teaching methods. Read the sentences one at a time, then ask questions about the information.

The five questions following the information call upon the student's skills in remembering, describing, and explaining.

For younger students, the sentences may need to be rewritten at a simpler level.

A bonus with this book are the "Finish the Critter" illustrations in the back. Several different barrier game activities can make use of these.

In addition, the full-page scenes can be placed on the back of Front-and-Back Puzzle Cards.

EASY AS 1-2-3: Sequence Stories for Nonreaders

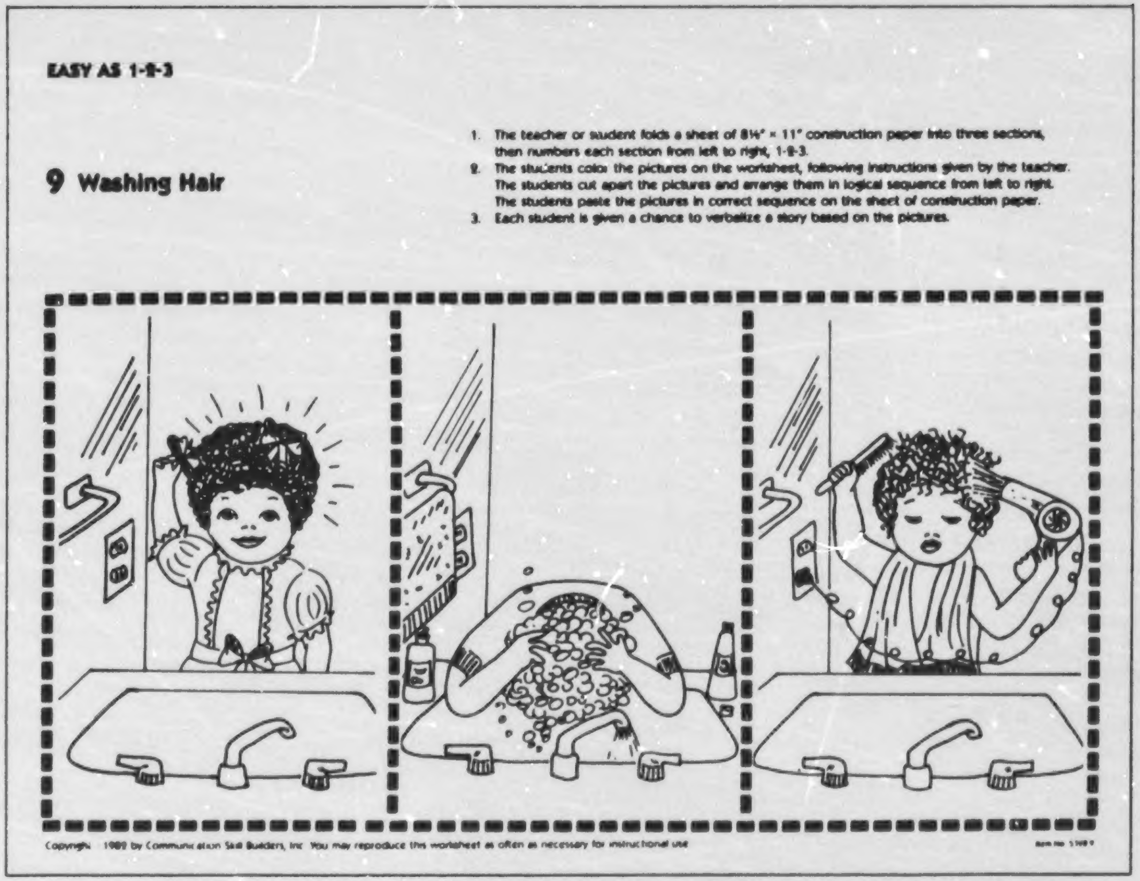
by Constance F. McCarthy
and Ann D. Sheehy

Age Range: 4-6

20 sheets, $12.95 (June 1983)

Published by Communication Skill Builders, Inc., P.O. Box 42050, Tucson, Arizona 85733

Simple three-part sequences show primary students engaged in normal activities, such as eating a pizza, working a puzzle, etc. The set was designed specifically for language-delayed primary students.



EASY AS 1-2-3

9 Washing Hair

1. The teacher or student folds a sheet of 8½" × 11" construction paper into three sections, then numbers each section from left to right, 1-2-3.
2. The students color the pictures on the worksheet, following instructions given by the teacher. The students cut apart the pictures and arrange them in logical sequence from left to right. The students paste the pictures in correct sequence on the sheet of construction paper.
3. Each student is given a chance to verbalize a story based on the pictures.

Copyright 1982 by Communication Skill Builders, Inc. You may reproduce this worksheet as often as necessary for instructional use

From Easy as 1-2-3 by Constance F. McCarthy and Ann D. Sheehy. Copyright © 1982 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√	√		
Analogy Cards					
Wheels		√		√	
Pull Strips	√	√	√	√	
Flip Books			√		
Card Decks	√	√	√	√	
Spinners	√	√			
Gameboards and Pacers	√	√			
Front-and-Back Cards	√	√			
One-Way Homework Packs	√	√			
Sorting Mats	√	√			
Cut-Outs		√	√		√

These sheets of sequences, based on twenty common everyday experiences, were designed for use in teaching language-delayed primary school students. The illustrations are out of sequence on the sheets. Students cut them apart and paste the pictures in the correct sequence on a sheet of construction paper. Afterwards, students tell the story.

Teaching suggestions provided on the folder include a pre-sequencing activity in which students locate the part in each picture that changes.

The illustrations can be used in all the formats that call for sequences. In addition, separate illustrations can be used as action pictures. Putting two of the pictures on a card, one on the front and one on the back, results in a good material for teaching verb tenses.

For those willing to deal with tiny pieces, delightful cut-outs can be made using the children and objects in the pictures.

FAVORITE TALES FOR LANGUAGE LEARNERS

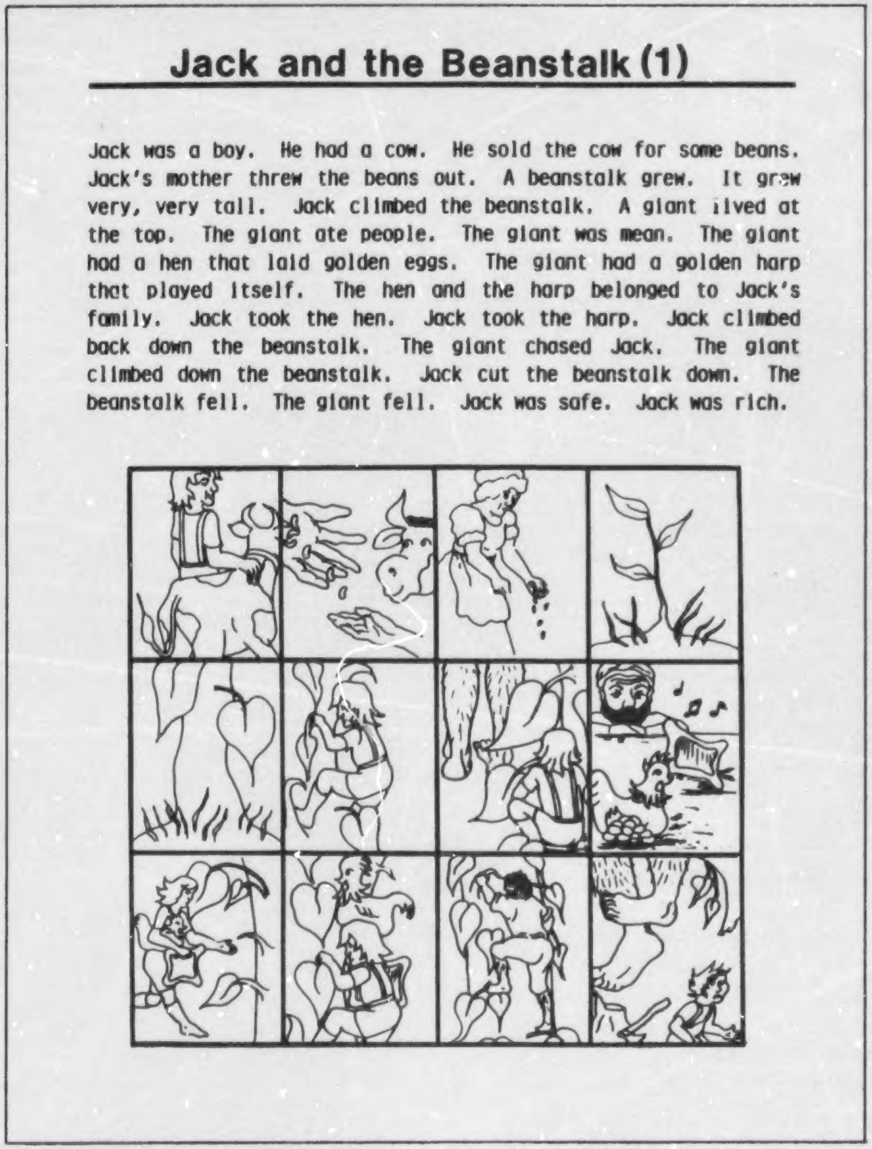
by Karyn Mullica

Age Range: 5-11

50 sheets, $12.95 (June 1983)

Published by ECL Publications, 708 West Solano Drive,
Phoenix, Arizona 85013

This set contains six well-known stories: Cinderella, Three Little Pigs, Jack and the Beanstalk, Young King Arthur, Aladdin and His Magic Lamp, and Little Red Riding Hood. Flannel board patterns, a twelve-part sequence, and two simplified versions of the story are included for each. One of the story versions, designed for interactive teaching, uses a slightly higher level of language construction combined with questions.



Jack and the Beanstalk (1)

Jack was a boy. He had a cow. He sold the cow for some beans. Jack's mother threw the beans out. A beanstalk grew. It grew very, very tall. Jack climbed the beanstalk. A giant lived at the top. The giant ate people. The giant was mean. The giant had a hen that laid golden eggs. The giant had a golden harp that played itself. The hen and the harp belonged to Jack's family. Jack took the hen. Jack took the harp. Jack climbed back down the beanstalk. The giant chased Jack. The giant climbed down the beanstalk. Jack cut the beanstalk down. The beanstalk fell. The giant fell. Jack was safe. Jack was rich.

From **Favorite Tales for Language Learners** by Karyn Mullica. Copyright © 1983 by ECL Publications, Phoenix, Arizona. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	✓	✓			
Analogy Cards					
Wheels	✓	✓		✓	
Pull Strips	✓	✓		✓	
Flip Books			✓		
Card Decks	✓	✓			
Spinners	✓	✓			
Gameboards and Pacers	✓	✓			
Front-and-Back Cards	✓	✓			
One-Way Homework Packs	✓	✓			
Sorting Mats	✓	✓		✓	
Cut-Outs	✓	✓	✓		✓

The six familiar stories in this set are presented as both language lessons and illustrations for other use.

For students having difficulty deciding which elements of a story are relevant, twelve illustrations emphasize the actions important to telling the tale. These pictures can be cut apart, rearranged, and used to make any material requiring sequenced illustrations. They are small enough to be used without reduction.

The large flannel board patterns make delightful cut-outs for retelling the stories or for a variety of other applications.

FOLLOWING DIRECTIONS K-2

by Dolores Rose Amato

Age Range: 5-8

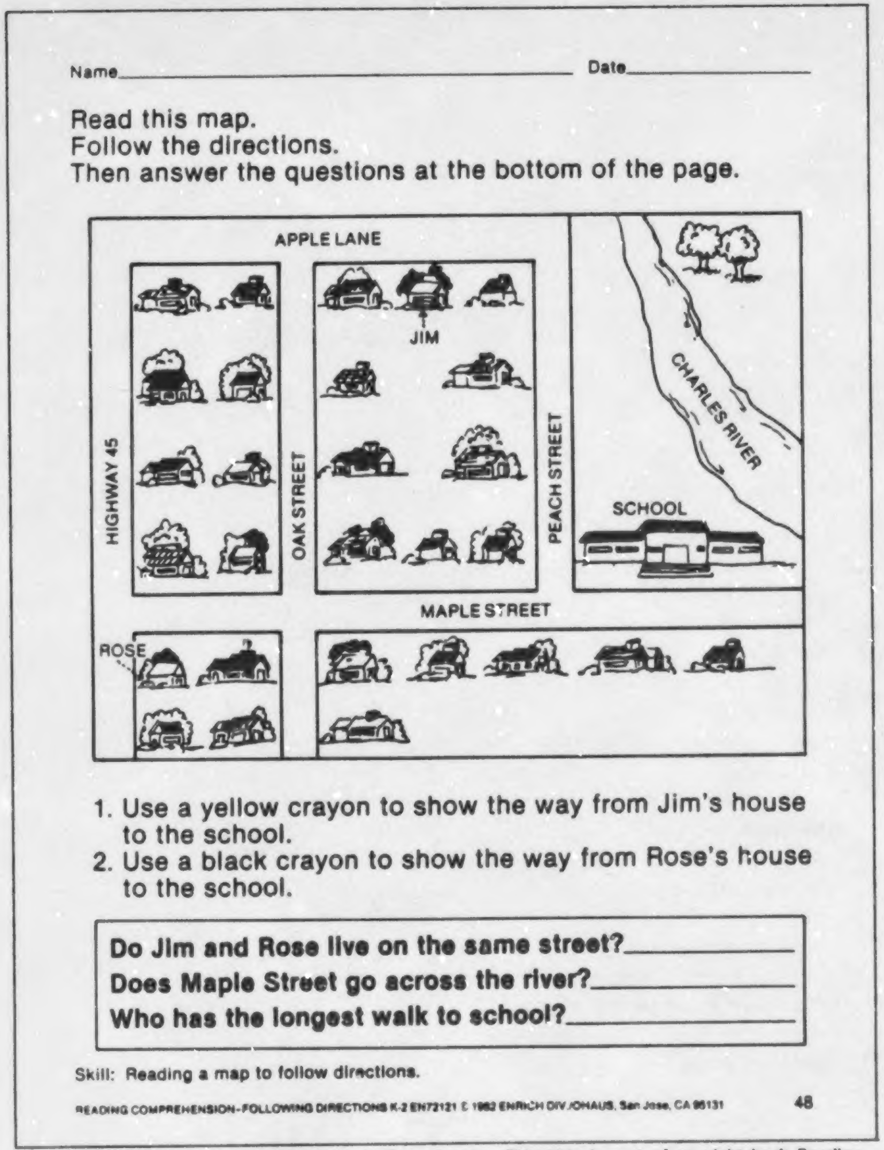
48 pages, $1.98 (June 1983)

Published by Enrich Division/Ohaus, 2325 Paragon Drive, San Jose, California 95131

These worksheets present a series of comprehension tasks that are sequenced by level of difficulty. Colors, shapes, and basic concepts are covered.

Other titles in the series:

- **Details (K-2)**
- **Sequencing (K-1)**
- **Main Idea (1-2)**
- **Drawing Conclusions (2-3)**
- **Following Directions (3-4)**
- **Cause and Effect (1-2)**
- **Inference (1-2)**



Name______________________________ Date______________

Read this map.
Follow the directions.
Then answer the questions at the bottom of the page.

APPLE LANE
JIM
HIGHWAY 45
OAK STREET
PEACH STREET
CHARLES RIVER
SCHOOL
MAPLE STREET
ROSE

1. Use a yellow crayon to show the way from Jim's house to the school.
2. Use a black crayon to show the way from Rose's house to the school.

Do Jim and Rose live on the same street?__________

Does Maple Street go across the river?__________

Who has the longest walk to school?__________

Skill: Reading a map to follow directions.

READING COMPREHENSION-FOLLOWING DIRECTIONS K-2 EN72121 © 1982 ENRICH DIV./OHAUS, San Jose, CA 95131 48

From **Following Directions** K-2 by Dolores Rose Amato. This title is part of an eight-book Reading Comprehension Series. Copyright ©1982 by Enrich Div./Ohaus, San Jose, California. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	✓	✓	✓	✓	✓
Analogy Cards			✓		
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats					
Cut-Outs		✓		✓	✓

This set of worksheets was designed to provide reading comprehension activities for primary students. The objective and activity directions are printed on each page.

The activities cover many of the concepts often taught to language-delayed students: numerical sequence, prepositions, functions of objects, and early adjectives.

Since the directions are located in one area of each sheet, they can be cut out and placed on a set of "direction cards." Students, given copies of the illustrated portion of the page, can follow directions as the instructor reads them.

Document progress by dating the completed sheets and placing them in the student's folder.

GAMES KIDS LIKE

by Dianne Schoenfeld Barad

Age Range: 5-12

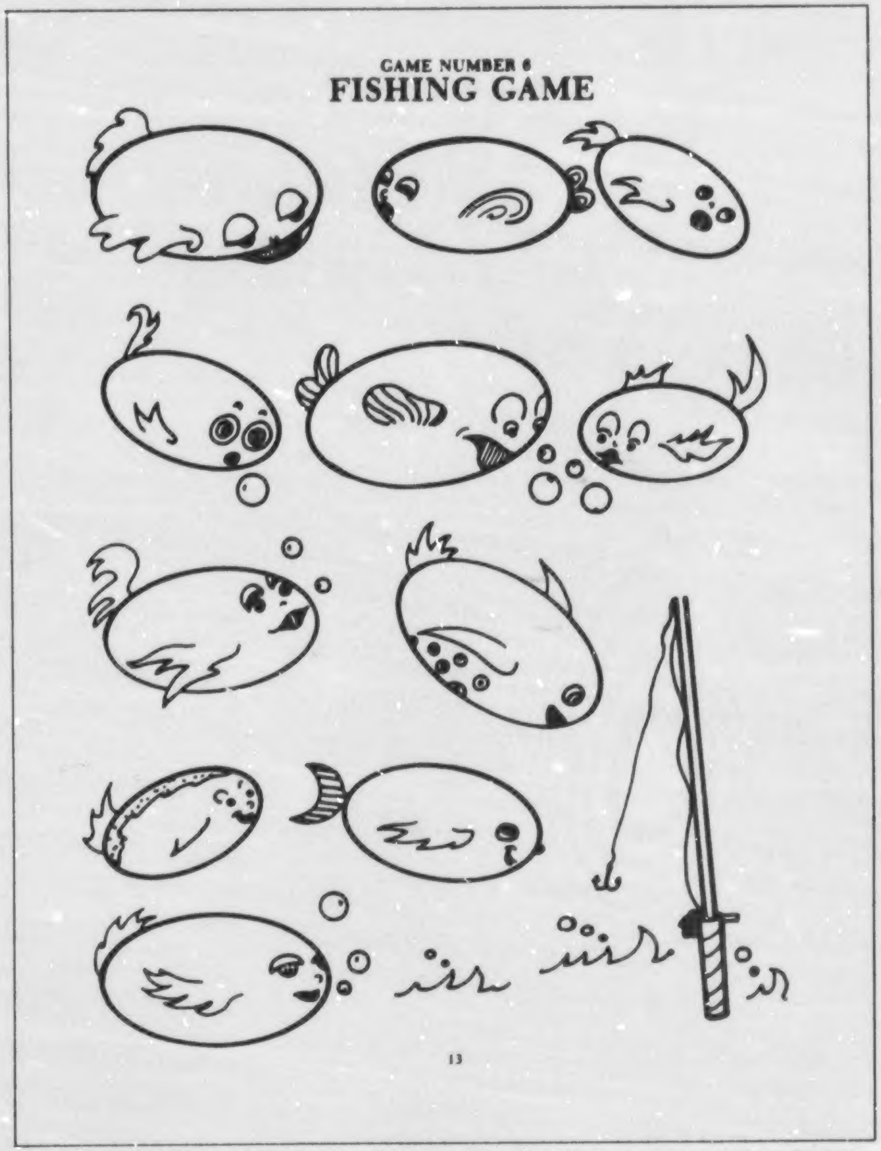
85 pages, $15.95 (June 1983)

Published by Communication Skill Builders, Inc.,
P.O. Box 42050, Tucson, Arizona 85733

Each sheet in this three-ring notebook is a game designed to stimulate interest in language and articulation activities. Clear instructions are printed on the page facing each reproducible game. Synonyms, antonyms, and plurals are among the language goals specified.

Other titles in the series:

- **More Games Kids Like**
- **Still More Games Kids Like**



GAME NUMBER 6

FISHING GAME

13

From **Games Kids Like** by Dianne Schoenfeld Barad. Copyright © 1974 by Communication Skill Builders, Tucson, Arizona. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√	√	√	
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers	√	√	√	√	
Front-and-Back Cards					
One-Way Homework Packs	√	√	√	√	
Sorting Mats					
Cut-Outs					

These sheets were designed to use "as is" to meet both articulation and language goals.

The activities given are primarily for drill and informational drill, but the sheets adapt readily to the remaining three strategies.

Teachers desiring more permanent materials can create a variety of gameboards and pacers by photocopying the sheets directly or by placing other illustrations in the blank spaces and then photocopying.

They also make great one-way homework packs. Students can draw, write, or glue pictures in the spaces provided, then take the sheets with them for additional practice.

THE GREAT PAPER AIRPLANE FACTORY

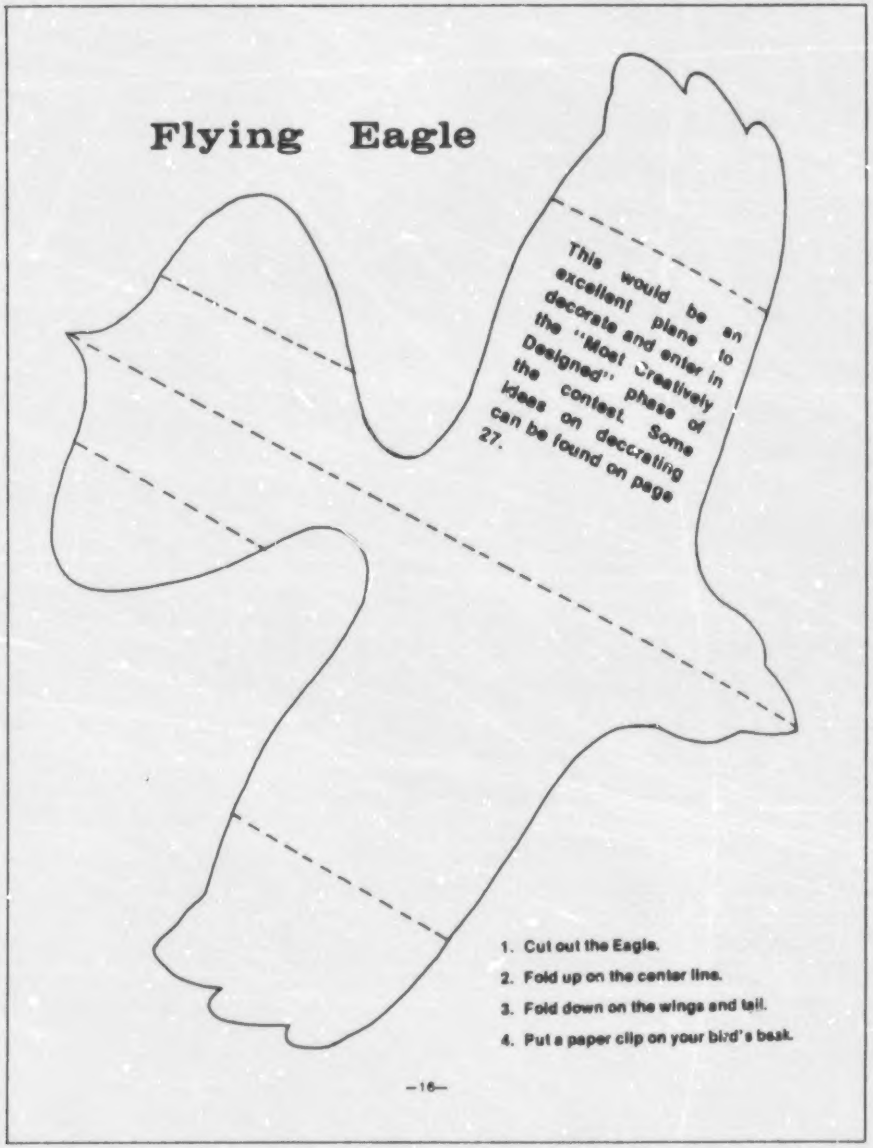
by Becky and Charlie Daniel

Age Range: 11-15

32 pages, $3.95 (June 1983)

Published by Good Apple, Inc., Box 299, Carthage,
Illinois 62321

This booklet is a simulation game designed to provide students with a practical way to use language and social skills. Materials and instructions offer students the opportunity to work in small groups. Each group organizes a company to manufacture paper airplanes. Through cooperation, hard work, and planning, each group (company) strives to make a profit. Math and science skills are used as well.



Flying Eagle

This would be an excellent plane to decorate and enter in the "Most Creatively Designed" phase of the contest. Some ideas on decorating can be found on page 27.

1. Cut out the Eagle.
2. Fold up on the center line.
3. Fold down on the wings and tail.
4. Put a paper clip on your bird's beak.

—16—

From **The Great Paper Airplane Factory** by Becky and Charlie Daniel. Copyright ©1978 by Good Apple, Inc., Carthage, Illinois. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					✓
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats					
Cut-Outs				✓	

This book offers an opportunity to try out an experience-based strategy with little effort.

The reproducible sheets support activities necessary to building airplanes: buying raw materials, constructing the planes, conducting test flights, then evaluating the experience. The essential component in all these group activities is communication.

For older language-delayed groups, reserve some time each week to use the materials in this book. Present each activity four or five times (over a four- to five-week period) before moving to the next step. Repeating activities with appropriate verbalization allows the students to first hear, then participate in the interactions. After a few weeks on the same level, you should see an improvement in the communication skills of your students.

As an additional activity, use the airplane patterns as a barrier game.

GROUP GAMES GALORE

by Carolyn Ausberger and Karyn Mullica

Age Range: 5-13

40 sheets per folder, $9.95 (June 1983)
Set of 3 folders, $27.00 (June 1983)

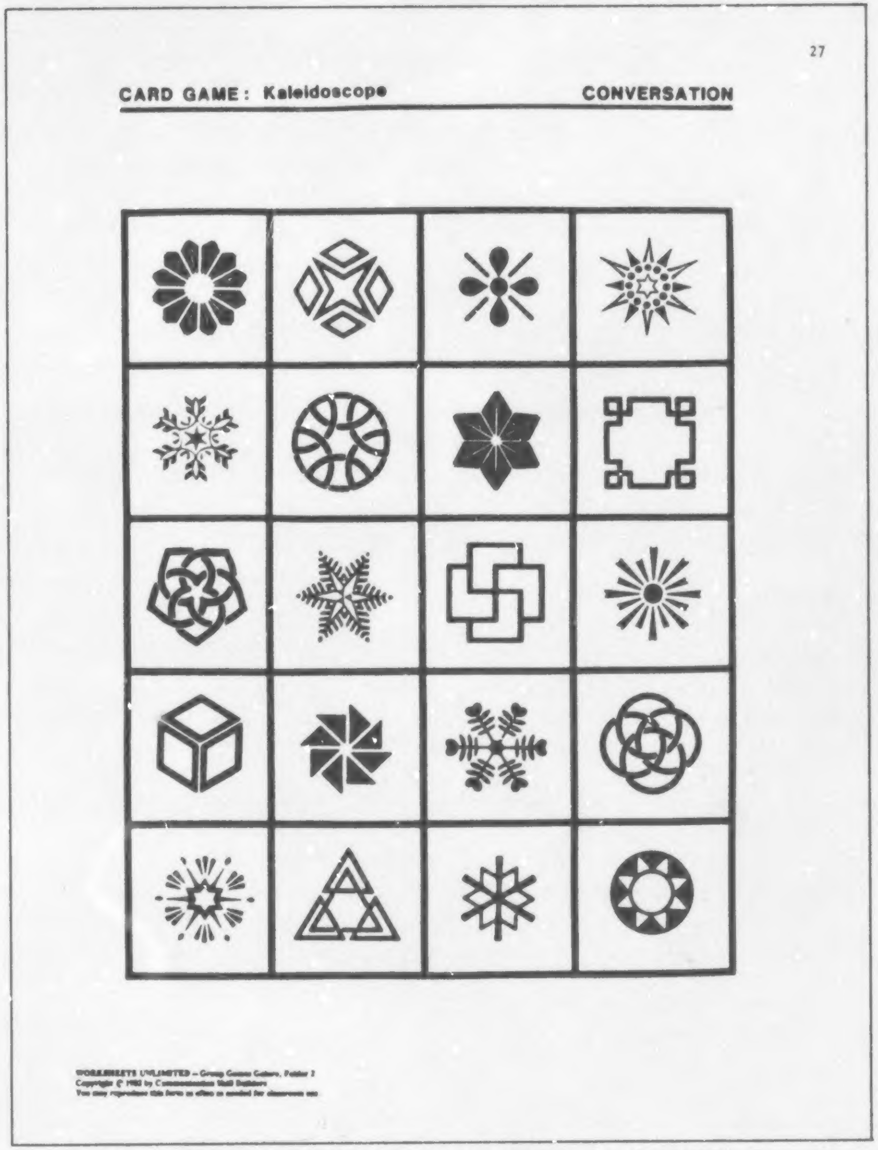
Published by Communication Skill Builders, Inc.,
P.O. Box 42050, Tucson, Arizona 85733

The set contains three folders of ready-to-use worksheets and activities for teaching four levels of articulation as well as a number of language goals. Folder 1 is for S-R-L, Folder 2 for K-F-SH, and Folder 3 for CH-J-TH. Data sheets and behavioral objectives are included.

Other titles in the series:

My Own Notebook

Group Language Interaction



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CARD GAME: Kaleidoscope **CONVERSATION**

From **Group Games Galore** by Carolyn Ausberger and Karyn Mullica. Copyright © 1982 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

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FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√	√	√	√
Analogy Cards					
Wheels	√	√			
Pull Strips			√	√	
Flip Books					
Card Decks	√	√	√	√	
Spinners	√				
Gameboards and Pacers	√			√	
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats	√	√	√	√	
Cut-Outs				√	√

There's a little bit of everything in these worksheets designed specifically for speech and language remediation. All sheets can be copied for immediate use in teaching both syntactic and pragmatic goals.

The clear illustrations are adaptable to most formats, but some sheets will fit better into a specific format than others.

The sheets titled "Parts of a Whole" and "Categories" make useful card decks. The "Sequences" sheets fit several formats, including wheels, pull strips, and cut-outs.

Any of the activities can be made more durable by attaching the sheet(s) to a file folder and laminating. This creates a set of thirty attractive materials ready for use.

HAVE FUN FOLLOWING DIRECTIONS

by Bev Armstrong

Age Range: 5-8

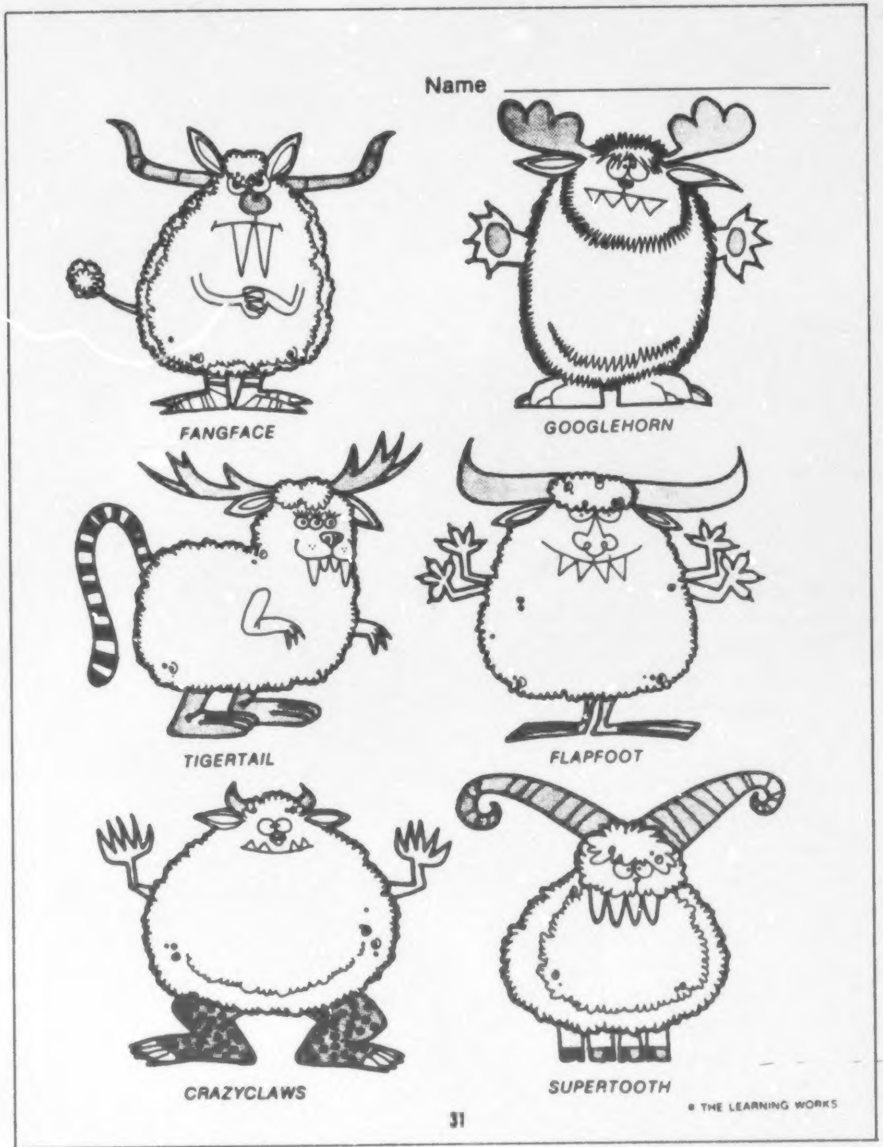
32 pages, $3.95 (June 1983)

Published by The Learning Works, P.O. Box 6187,
Santa Barbara, California 93111

Worksheets with whimsical animals and other drawings are designed to use in accordance with given directions. The concepts of color, number, and size are covered by the instructions.

Other titles in the series:

- **Marvelous Me**
- **Dinosaur Detective**


Name
FANGFACE
GOOGLEHORN
TIGERTAIL
FLAPFOOT
CRAZYCLAWS
SUPERTOOTH
31
© THE LEARNING WORKS

From **Have Fun Following Directions** by Bev Armstrong. Copyright ©1979 by The Learning Works, Santa Barbara, California. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√	√	√	√
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats					
Cut-Outs					

This book of worksheets for reading comprehension can be easily adapted for working with primary students on listening skills. Before reproducing the sheets for students, cover up the written instructions. During the language session, give each student the same worksheet, then read the instructions aloud.

Pages 20 and 21 can be used to make an informative bulletin board display. On page 21 is an outline of a monster. Page 20 gives directions for drawing in the features. Give several students the monster outline. Read them the directions. For the display, mount the completed monster drawings in a circle. In the center, put a copy of the instructions.

Similar adaptations can be made from other worksheets in this set.

THE KIDS' STUFF BOOK OF PATTERNS, PROJECTS, AND PLANS TO PERK UP EARLY LEARNING PROGRAMS

By Imogene Forte

Age Range: 5-6

199 pages, $9.95 (June 1983)

Published by Incentive Publications, Inc., 2400 Crestmoor Road, Nashville, Tennessee 37215

This collection of simple full-page illustrations (patterns), teaching suggestions, and pupil activity pages covers three popular themes: seasons and holidays, animals, and transportation. Letters to parents, awards, and a bibliography for each section provide additional information for the instructor.

Other titles in the series:

- **Kids' Stuff Kindergarten & Nursery School, Revised Edition**
- **Kids' Stuff Reading & Writing Readiness**
- **Think About It—Kindergarten/Beginning Readers**

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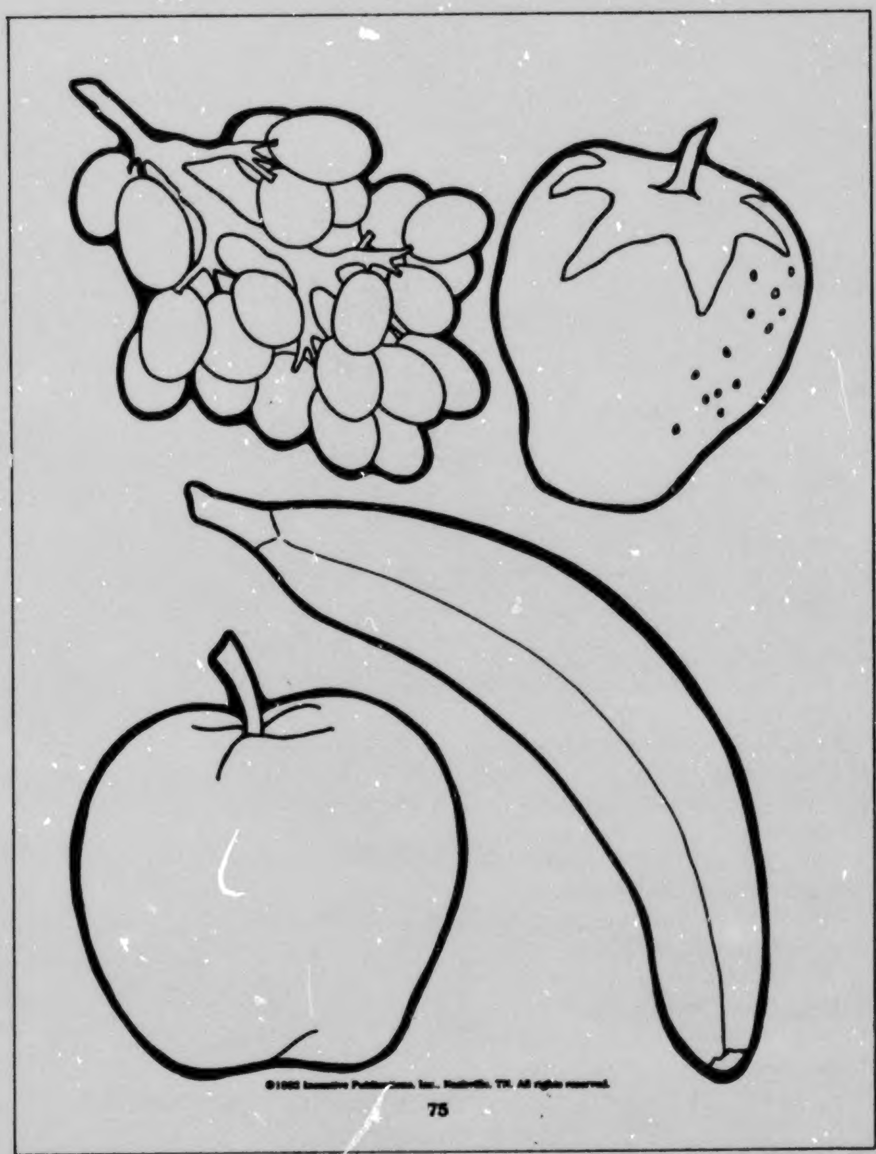

From The Kids' Stuff Book of Patterns, Projects, and Plans to Perk Up Early Learning Programs by Imogene Forte. Copyright © 1982 by Incentive Publications, Inc., Nashville, Tennessee. Reprinted by permission. Do not copy. Reduced from actual size.

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FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					
Analogy Cards			✓		
Wheels	✓	✓			
Pull Strips	✓		✓		
Flip Books			✓		
Card Decks	✓	✓	✓	✓	
Spinners	✓				
Gameboards and Pacers	✓	✓			
Front-and-Back Cards		✓	✓		
One-Way Homework Packs					
Sorting Mats					
Cut-Outs	✓	✓	✓		✓

The pictures in this book are offered as part of a comprehensive plan of preschool activities. Most of the illustrations will need to be reduced, but the style and clarity of the drawings make exceptionally appealing materials for primary students. Organization by topic facilitates selection and use of the illustrations.

The animals are especially good for analogy cards as well as for a variety of other formats.

Transportation illustrations make excellent wheels and card decks.

The pictures for seasons and holidays encourage student discussion during the construction activities recommended in the book.

PICTURE SOURCE: Verbs

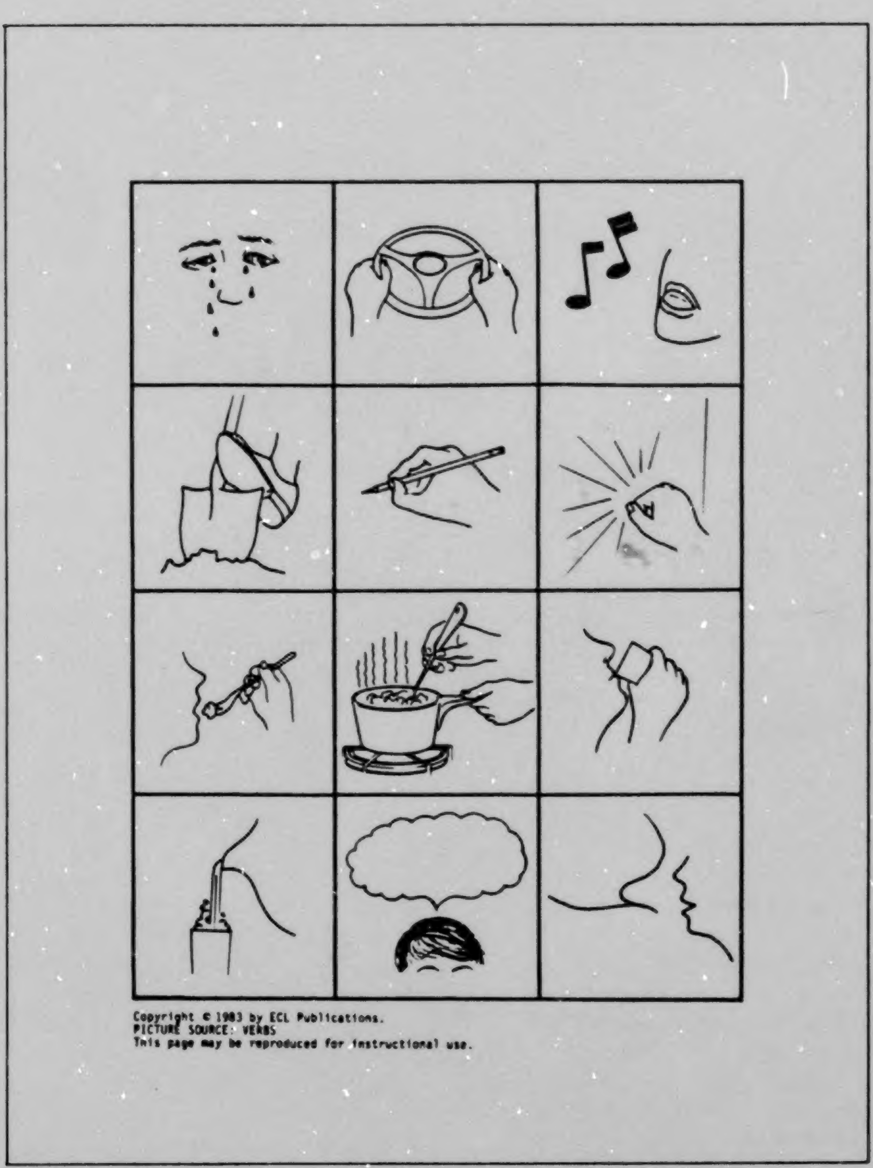
by Karyn Mullica

Age Range: 9-Adult

35 sheets, $8.00 (June 1983)

Published by ECL Publications, 708 West Solano Drive, Phoenix, Arizona 85013

Simple, stylized illustrations of 180 common verbs are arranged twelve to each sheet. Accompanying sheets of word cards list verbs and synonyms.



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PICTURE SOURCE: VERBS
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From **Picture Source: Verbs** by Karyn Mullica. Copyright © 1983 by ECL Publications, Phoenix, Arizona. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	✓		✓	✓	
Analogy Cards					
Wheels	✓	✓	✓		
Pull Strips	✓	✓	✓		
Flip Books			✓		
Card Decks	✓				
Spinners	✓				
Gameboards and Pacers	✓		✓		
Front-and-Back Cards	✓		✓		
One-Way Homework Packs	✓	✓	✓	✓	
Sorting Mats	✓				
Cut-Outs					

Sheets of pictures—already the size for many formats—show only enough of the action to suggest a specific verb. They are perfect for work with sentences in which the subject is previously identified. Examples: "John can't come to the telephone until he stops (verb)ing," or "I never saw my teacher (verb)."

The lack of extraneous information in each picture may stimulate student questions or encourage imaginative responses. During an interchange, other details can be drawn in the picture. Example: "Who is laughing?" ("A clown.") The student draws a clown. "Why is the clown laughing?" ("He's reading a cartoon strip.")

This kind of simple pictorial representation is excellent for use with other illustrations, as in the Sentence Gameboard or the various flip books.

Additionally, the size and subject matter make the pictures useful for all one-way homework packs.

PICTURES, PLEASE!: A Language Supplement

by Marcia Stevenson Abbate
and Nancy Bartell LaChappelle

Age Range: 5-18

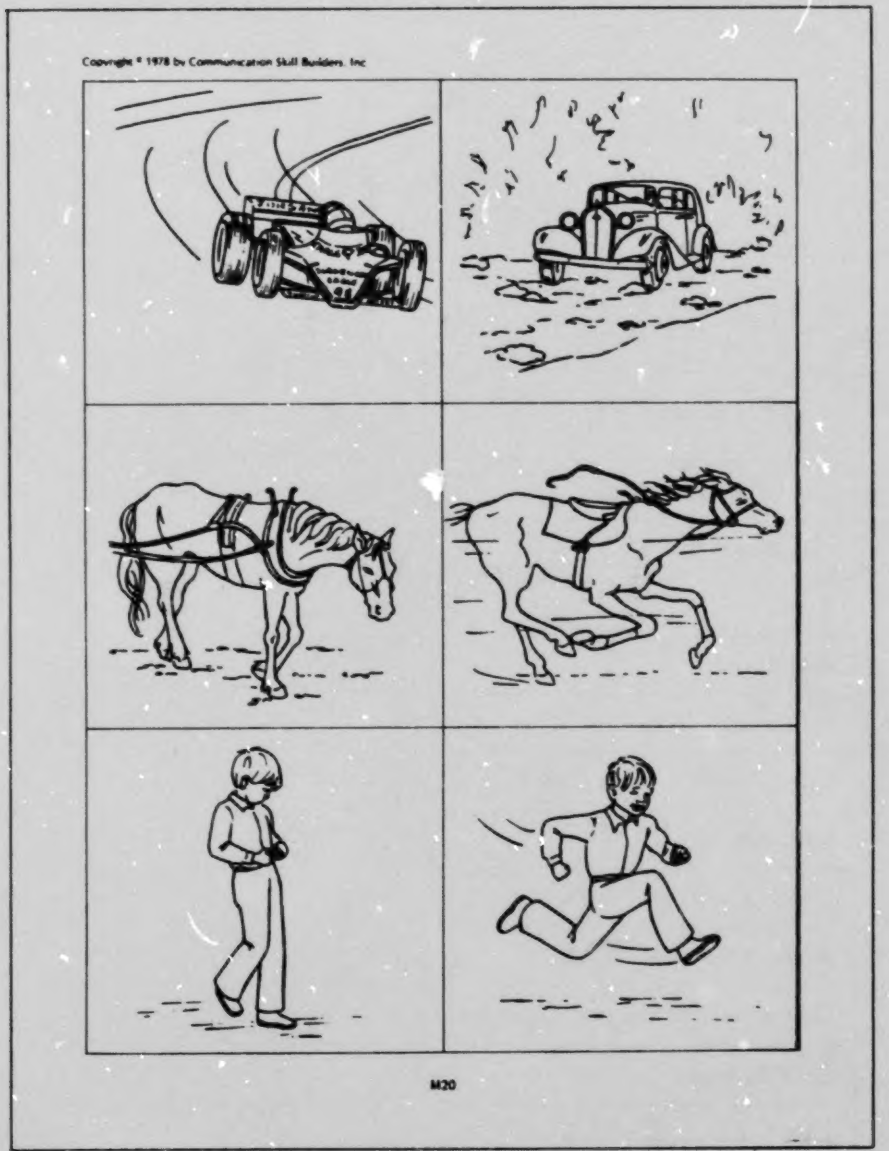
Approximately 200 pages, $39.00 (June 1983)

Published by Communication Skill Builders, Inc.,
P.O. Box 42050, Tucson, Arizona 85733

1,232 line illustrations are divided by part of speech: nouns, verbs, prepositions, pronouns, and modifiers. An index further references illustrations by uses and possible goals.

Other title in the series:

Pictures, Please!: An Articulation Supplement (available 1984)


Copyright © 1978 by Communication Skill Builders, Inc
M20

From **Pictures, Please!** by Marcia Stevenson Abbate and Nancy Bartell LaChappelle. Copyright © 1979 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	✓	✓	✓	✓	✓
Analogy Cards			✓		✓
Wheels	✓	✓		✓	
Pull Strips	✓	✓	✓	✓	
Flip Books			✓		✓
Card Decks	✓	✓	✓	✓	✓
Spinners	✓	✓	✓		
Gameboards and Pacers	✓	✓	✓	✓	
Front-and-Back Cards	✓	✓	✓		
One-Way Homework Packs	✓	✓	✓	✓	✓
Sorting Mats	✓	✓	✓	✓	
Cut-Outs	✓	✓	✓	✓	✓

This collection is the true granddaddy of reproducible illustrations. It consists of hundreds of line drawings assembled for one purpose—to provide pictures needed for any material or activity imaginable.

All formats can be utilized with this source. The sheer number of possibilities is overwhelming. This material was, in fact, the inspiration for the book you are now reading.

Since the pictures are all organized by category, it is possible to use them "as is" in many activities. For ease of use, copy the desired sheets of pictures and place them in a file folder. On the tab, write the language goal(s) appropriate for the illustrations. On the inside of the folder, write the activity instructions, or write the page number where the instructions can be found.

READY-TO-USE FOOD AND DRINK SPOT ILLUSTRATIONS

by Susan Gaber

Age Range: 8-Adult

32 pages, $2.95 (June 1983)

Published by Dover Publications, Inc., 180 Varick
Street, New York, New York 10014

Hundreds of illustrations of food and drink, approximately twelve to a page, are printed on one side of the sheet only. This allows illustrations to be clipped and used directly as well as photocopied. Foods are grouped by categories. Utensils used in food preparation are illustrated as well.

Other title in the series:

Ready-to-Use Sports Illustrations
(described in this chapter)

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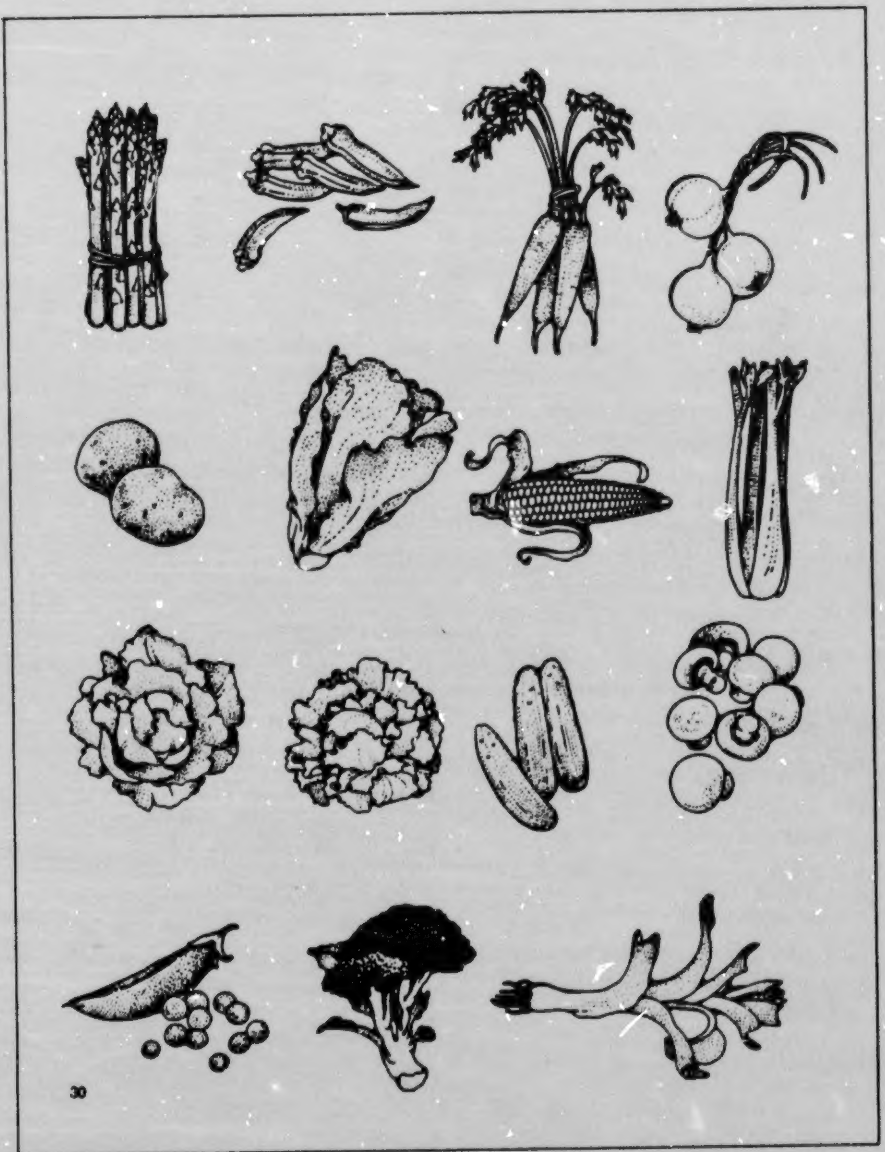

From **Ready-To-Use Food and Drink Spot Illustrations** by Susan Gaber. Copyright © 1982 by Dover Publications, Inc., New York, New York. Reprinted by permission. Reduced from actual size.

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FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					
Analogy Cards					
Wheels	✓	✓	✓		
Pull Strips	✓				
Flip Books	✓	✓	✓		
Card Decks	✓	✓		✓	
Spinners	✓				
Gameboards and Pacers	✓			✓	
Front-and-Back Cards					
One-Way Homework Packs	✓				
Sorting Mats					
Cut-Outs		✓	✓	✓	

These detailed drawings of food and utensils can be used in a variety of materials.

The size is excellent for cards, wheels, pull strips, sorting mats, and spinners.

Food pictures are inherently interesting to many students who enjoy sorting, collecting, and discussing the illustrations. Good informational drills can center on food served for certain meals, traditional food combinations, and remembered tastes, textures, and impressions of different food. Example: "Could you eat broccoli with ice cream? Would you do it? Have you ever done it?"

For a variation on homework packs, let students glue selected pictures on paper plates.

READY-TO-USE SPORTS ILLUSTRATIONS

by David Carlson

Age Range: 8-Adult

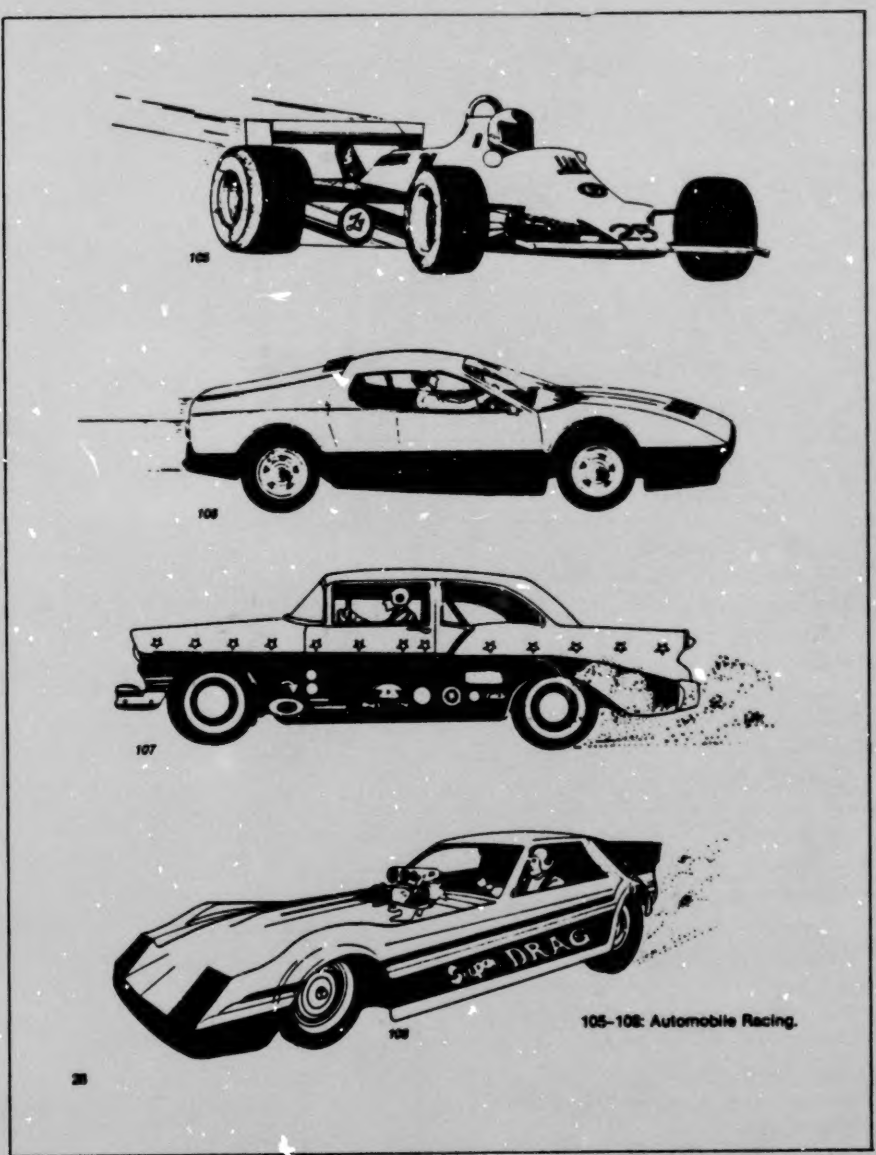
32 pages, $2.95 (June 1983)

Published by Dover Publications, Inc., 180 Varick Street, New York, New York 10014

This book contains 120 illustrations of men and women engaged in various sports. The illustrations are printed on one side of the page only. This allows illustrations to be clipped and used directly as well as photocopied. An index in the back of the book references illustrations of 57 different sports.

Other title in the series:

Ready-to-Use Food and Drink Spot Illustrations (described in this chapter)



105–108: Automobile Racing.

From **Ready-to-Use Sports Illustrations** by David Carlson. Copyright © 1982 by Dover Publications, Inc., New York, New York. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					✓
Analogy Cards			✓		
Wheels	✓	✓	✓		
Pull Strips	✓				
Flip Books			✓		
Card Decks	✓	✓		✓	
Spinners	✓				
Gameboards and Pacers	✓			✓	
Front-and-Back Cards		✓	✓		
One-Way Homework Packs	✓				
Sorting Mats					
Cut-Outs					

Pages and pages of sports illustrations can be used to construct any materials requiring action pictures. The realistic style makes the illustrations especially appropriate for older students.

An interesting project for language development is collecting and writing the rules for different sports. Ask each student to report on a favorite activity. Transcribe the reports and have them typed up. Illustrate the finished papers with pictures from this set.

These pictures are also a good inducement for students to describe personal experiences. Again, write these experiences as the student relates them, and then help the student to assemble the story and the illustrations in a personal notebook.

ROLLING INTO PRIMARY COMPREHENSION

by Janet Dellosa and Patti Carson

Age Range: 5-12

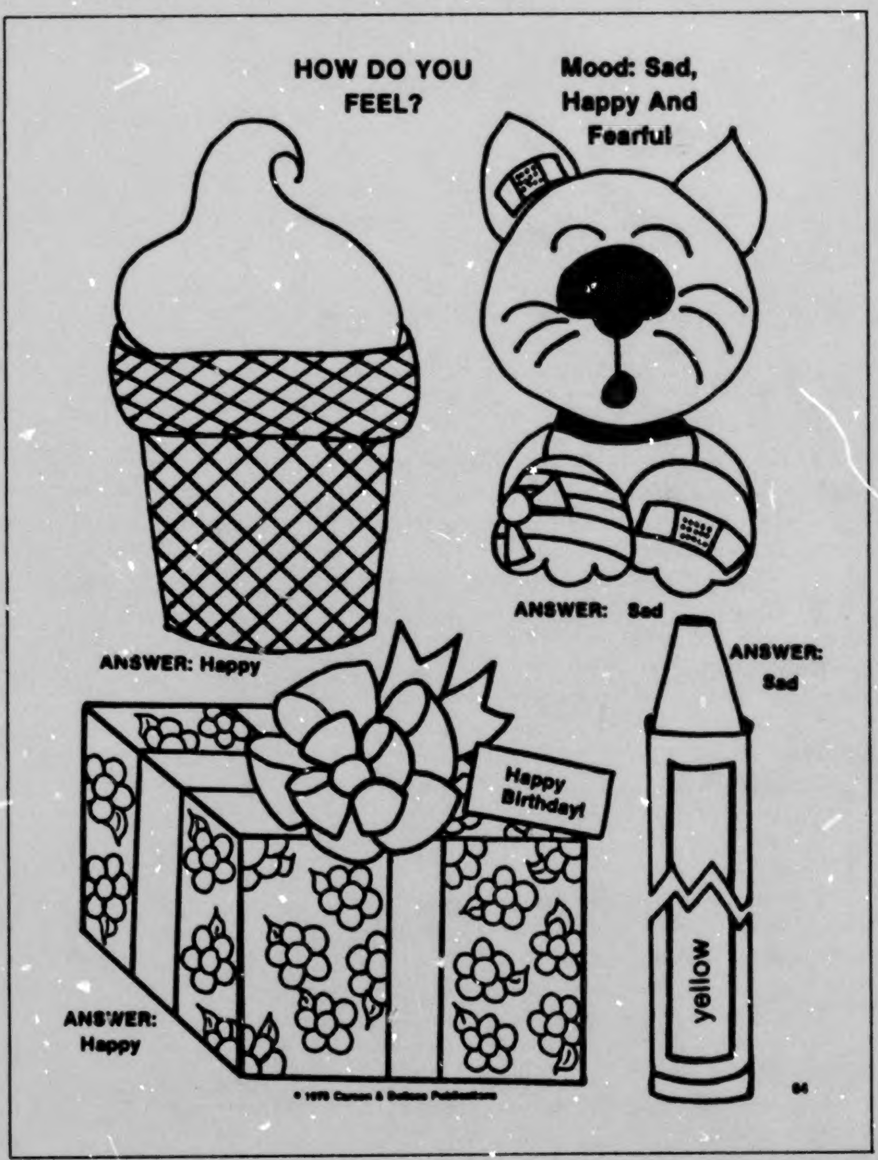
109 pages, $9.50 (June 1983)

Published by Carson-Dellosa Publishing, Inc.,
P.O. Box 628, Akron, Ohio 44309

These patterns for learning materials cover the following areas: cause and effect, character analysis, drawing a conclusion, fact or opinion, figurative and literal meaning, main idea, mood, predicting future actions, reality and fantasy, story recall, and story sequence. Clear and useful suggestions for construction, storage, and use of the materials are given in the introduction.

Other titles in the series:

- **Stick Out Your Neck—Try Learning Activities**
- **All Aboard for Readiness Skills**
- **Throw Your Whole Self into Comprehension**
- **Holiday Learning Activity Ideas**


HOW DO YOU FEEL?
Mood: Sad, Happy And Fearful
ANSWER: Happy
ANSWER: Sad
ANSWER: Sad
Happy Birthday!
yellow
ANSWER: Happy
© 1978 Carson & Dellosa Publications
84

From **Rolling Into Primary Comprehension** by Janet Dellosa and Patti Carson. Copyright © 1978 by Carson & Dellosa Publications, Akron, Ohio. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					
Analogy Cards			√		
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats					
Cut-Outs	√	√	√	√	√

These illustrations are ready to copy, cut out, and turn into learning activities. The questions or answers are already written on each illustration. All the teacher needs to do is select which of the 26 different activities to use with which students.

Like several other books presented in this chapter, this collection of patterns was designed to teach reading comprehension.

Adaptation to listening comprehension and other oral language skills requires little modification. Simply read the information aloud rather than asking students to read. Students respond to questions orally before arranging the pieces of the game.

Illustrations that do not have words printed on them can be reduced and used in construction of a variety of materials. The set of occupations and tools are especially good for analogy cards.

SCHOOL AND HOME PROGRAM: Language Remediation and Expansion

by Catharine S. Bush

Age Range: 5-12

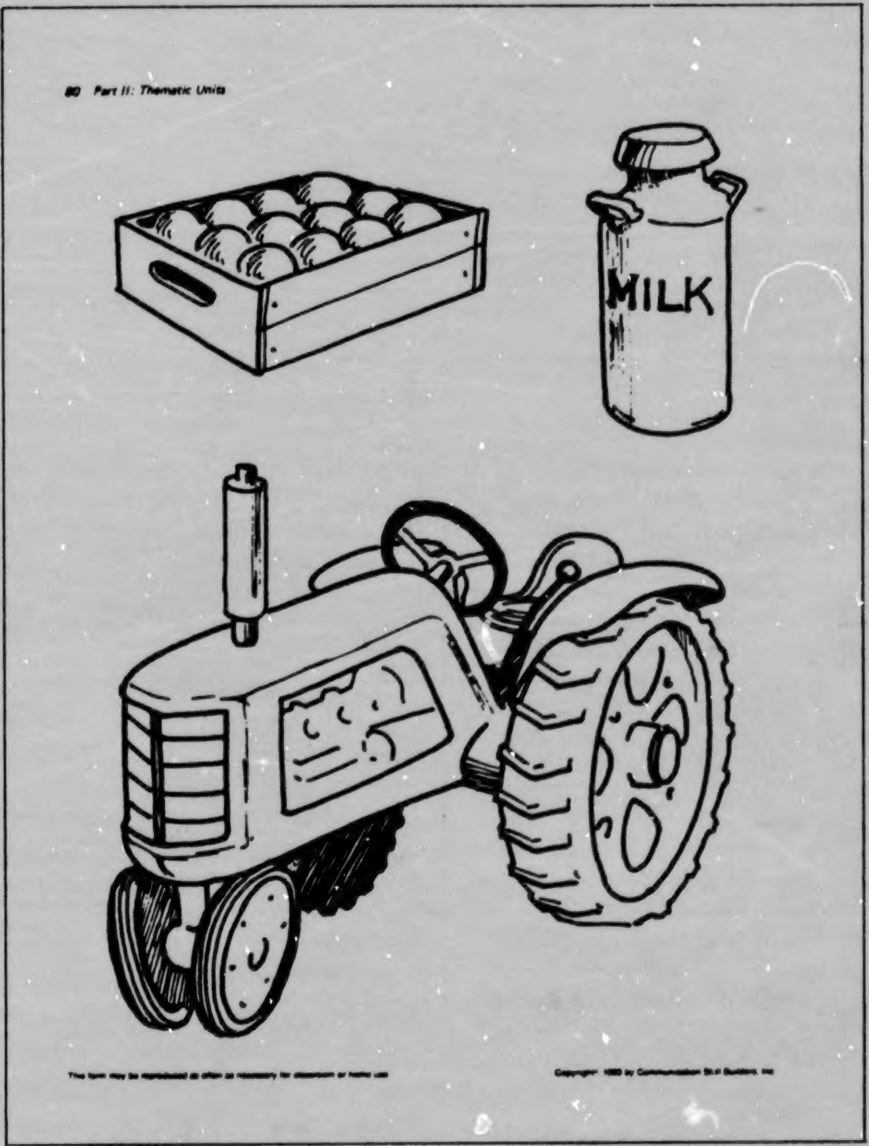
229 pages, $15.95 (June 1983)

Published by Communication Skill Builders, Inc.,
P.O. Box 42050, Tucson, Arizona 85733

This manual contains sentence lists, activities, and illustrations for using twelve popular themes in teaching language skills. Ideas for displays, home projects, and field trips help the instructor tie specific language skills to both the home and the school environment.

Other titles in the series:

- **Language Remediation and Expansion: 100 Skill-Building Reference Lists**
- **Workshops for Parents and Teachers: Language Remediation and Expansion**



80 Part II: Thematic Units

From **School and Home Program** by Catharine S. Bush. Copyright © 1980 by Communication Skill Builders, Inc., Tucson, Arizona. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					
Analogy Cards					
Wheels					
Pull Strips					
Flip Books					
Card Decks					
Spinners					
Gameboards and Pacers					
Front-and-Back Cards	√		√		
One-Way Homework Packs					
Sorting Mats					
Cut-Outs		√		√	

The majority of this book is not reproducible illustrations. However, those pages that are reproducible are sufficiently useful (and rare elsewhere) to warrant inclusion in this chapter.

The full-page scenes—outdoors, under water, on the moon, etc.—have characters that can be cut out and arranged on the page. These are ideal for Cut-Outs and Backgrounds.

Additionally, the scenes can be placed on the back of Front-and-Back Puzzle Cards.

SPACE BUDDIES

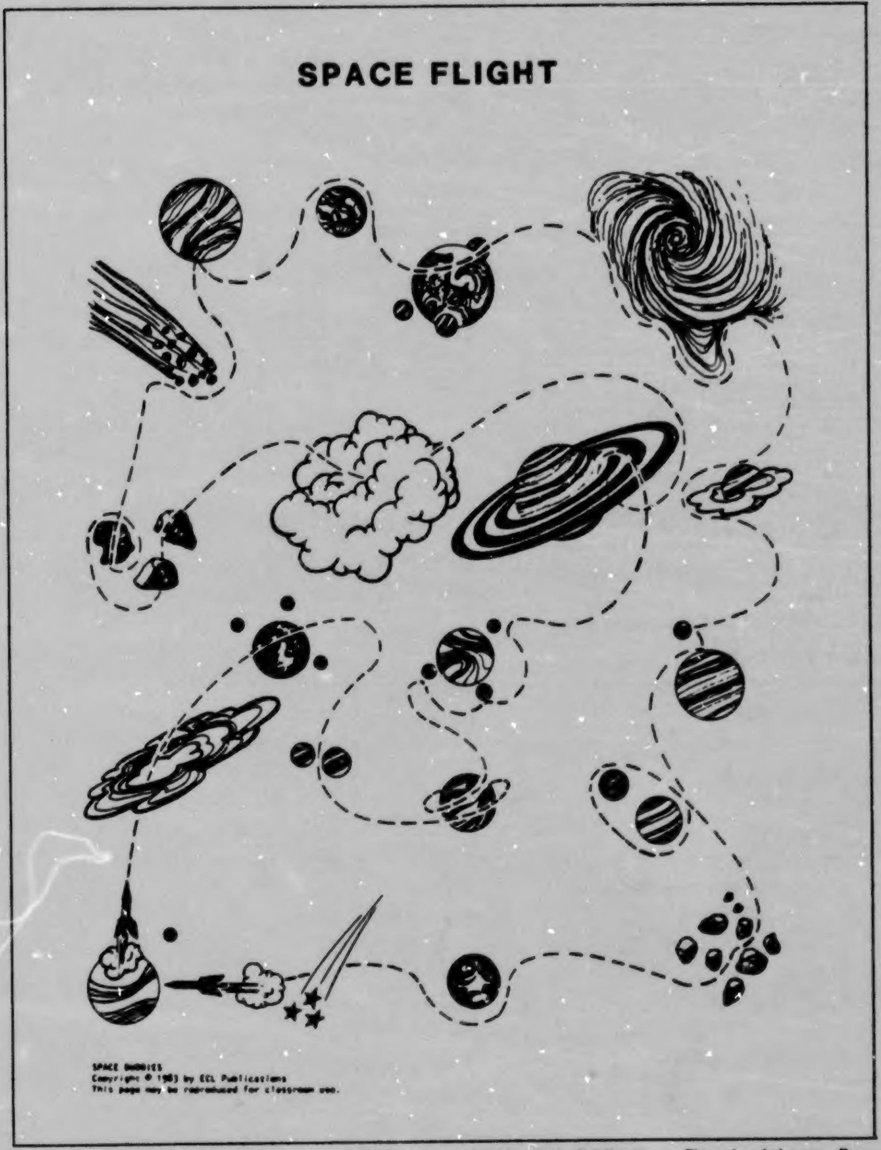
by Karyn Mullica

Age Range: 5-9

50 sheets, $12.95 (June 1983)

Published by ECL Publications, 708 West Solano Drive,
Phoenix, Arizona 85013

These ready-to-use worksheets for teaching basic concepts utilize three friendly space aliens. Each sheet deals with a different aspect of their visit to earth. Behavioral objectives are included.



SPACE FLIGHT

SPACE BUDDIES
Copyright © 1983 by ECL Publications
This page may be reproduced for classroom use.

From **Space Buddies** by Karyn Mullica. Copyright © 1983 by ECL Publications, Phoenix, Arizona. Reprinted by permission. Reduced from actual size.

	STRATEGIES				
FORMATS	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials	√	√	√	√	
Analogy Cards					
Wheels	√			√	
Pull Strips	√			√	
Flip Books					
Card Decks	√	√		√	
Spinners	√	√		√	
Gameboards and Pacers		√	√	√	
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats	√	√			√
Cut-Outs					

This set of worksheets contains a variety of "as is" activities. Clear instructions for use in language remediation are given for each different activity.

Many sheets utilize a barrier game approach or can be easily adapted to the strategy. The three different space aliens each require good descriptive skills to distinguish them from one another.

Cards, spinners, wheels, or pull strips made of the characters or their various antics can be used for either drill or barrier games.

THINKING SKILLS

by Jean Marzollo

Age Range: 5-6

43 pages, $5.95 (June 1983)

Published by Pitman Learning, Inc., 6 Davis Drive,
Belmont, California 94002

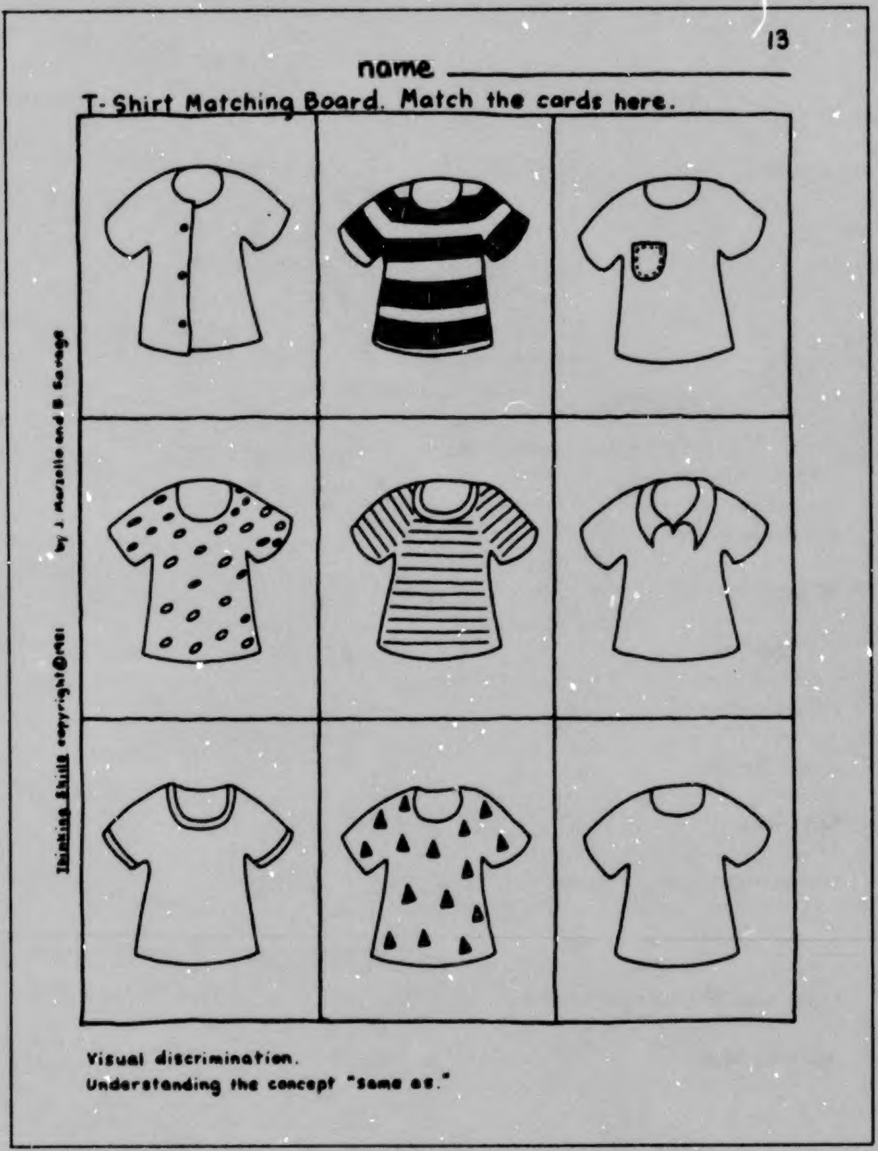
This workbook contains a variety of worksheets for teaching basic primary academic skills. The activities are divided into three sections:

1. Same and different.
2. Sorting and classifying.
3. Sequencing.

Directions for use are written on each page.

Other title in the series:

Storytelling



13

name ____________

T-Shirt Matching Board. Match the cards here.

Thinking Skills copyright©1981 by J. Marzollo and B. Savage

Visual discrimination.
Understanding the concept "Same as."

From **Thinking Skills** by Jean Marzollo. Copyright © 1981 by Pitman Learning, Inc., Belmont, California. Reprinted by permission. Reduced from actual size.

FORMATS	STRATEGIES				
	Drill	Interactive Methods	Informational Drill	Barrier Games	Experience
"As Is" Materials					√
Analogy Cards			√		
Wheels	√				
Pull Strips	√				
Flip Books			√		
Card Decks					
Spinners					
Gameboards and Pacers	√				
Front-and-Back Cards					
One-Way Homework Packs					
Sorting Mats	√	√	√	√	√
Cut-Outs					

The nice thing about thinking tasks is that students must go through some form of reasoning process to select the correct response. Skillful questioning and coaching can help the student verbalize the thoughts involved.

As the title suggests, this book offers sheet after sheet of just this kind of thinking activity.

The second specific strength of this book lies in the variety of illustrations that are the right size and subject for sorting mats. Mittens, socks, birds, books, and shoes are illustrated in sets of nine or more. Each drawing is a little different and will require skill and perception to find the matching picture on the mat.

Additionally, the simple line illustrations are good for any format requiring pictures of common objects.

Notes

Thirty Popular Language Goals

The way we fix language is determined by the way we define it. Currently, several definitions of language are operational in the teaching methodologies of speech-language pathologists:

Language as Structure: This viewpoint concentrates on the manner in which words and word parts are organized into sentences, resulting in emphasis on correct syntax and morphology.

Language as Function: This viewpoint emphasizes the speaker's ability to achieve desired results through language use. Emphasis is on helping students attain communicative adequacy in a variety of speaking situations—giving instructions to a friend, relating an incident on the playground, asking questions in the classroom.

Language as Process: This viewpoint relates language to underlying thought patterns. Cognition is considered the foundation of language upon which the encoding process is performed. Difficulties seen in language are, thus, traced to underlying cognitive problems.

Language as Words: This viewpoint defines language as a collection of different parts of speech. Goals center on increasing the repertoire of available words and operations (like selecting synonyms and antonyms).

Each of these viewpoints results in the selection of different language goals. The goals in this chapter are those currently in use in the public school setting. Information on use was collected from a variety of sources: workshop participants, teachers enrolled in seminars, district IEP's, district language criteria, and commercially available instructional materials.

The goals are presented with some background information and selected research findings. Readers are encouraged to pursue the references for more detailed and comprehensive coverage.

Adjectives

See also BASIC CONCEPTS, COGNITIVE SKILLS, and COMPARATIVES.

An adjective is a word that modifies a noun or a pronoun. As a rule, it can occupy three places in sentences:

1. Adjectives occur before the noun being modified ("He has a silver airplane").
2. Adjectives occur after copular verbs ("They were afraid") and verbs of sense or impression ("The weather stayed warm"). Common verbs of sense or impression include "feel, smell, taste, look, sound, seem, become, turn, stay." Some adjectives, such as "afraid," can only occur in the position after copular verbs and verbs of sense or impression.
3. Adjectives occur after indefinite pronouns ("He told us something funny").

Many adjectives taught in the school setting can be grouped along various dimensions. A partial list follows:

Number:

- 1, 2, 3, etc.
- many
- few
- most
- least
- every
- no
- equal
- whole
- half
- much
- more
- double
- single

Size:

- big
- little
- large
- small
- huge
- enormous
- tiny
- fat
- skinny
- miniature
- diminutive
- wee
- immense
- massive

Color:

- red, yellow, etc.
- bright
- faded
- pastel
- brilliant
- intense
- rich
- drab
- dull

Shape:

- square
- round
- long
- wide
- thick
- thin
- short

Time:

- late
- early
- soon
- past
- former
- current
- future
- infinite
- brief
- young
- old

Temperature:

- hot
- cold
- warm
- boiling
- freezing
- chilly
- cool

Texture/Quality:

- fuzzy
- smooth
- hard
- soft
- rough
- fine
- coarse
- stiff
- flexible

Speed:

fast
slow
quick
speedy
dragging
swift
brisk
active
eager
lively
prompt
urgent
fleeting
tardy

Distance:

far
near
close
together
apart
nearby
separated
alone
deep
shallow
removed
adjacent
diffuse
scattered
packed
jammed

Emotion:

happy
sad
eager
reluctant
perturbed
agitated
excited
remorseful
proud
satisfied
worried
afraid
brave
angry

Weight:

heavy
light
buoyant
airy

For a complete listing of adjectives and age of use, see Wepman and Haas (1969). Adjectives organized by size, quantity, shape, time, sound, taste and smell, touch, appearance, feelings, and condition are in Bush (1979).

USING ADJECTIVES

Some adjectives are used at the single-word level. By the time students reach kindergarten, they are using and comprehending a variety of attributes. Bangs (1975) reports that 80 percent of the four-year-olds tested understood "rough, smooth, short, full, more, less, fat." At an even younger age, children tested understood "soft, hard, heavy, light, fast, slow, same, different, big, little, tall."

There is no upper age limit to adjective acquisition. Adults continue adding these words to their vocabulary as experiences and interests expand.

Wiig and Semel (1976) report learning-disabled students may experience difficulty with order and recall of adjective sequences ("Give me the first large red square"). Postposition use ("Find something orange"), though not specifically studied, may be worth checking.

Use of a variety of different adjectives and knowledge of the meanings are frequently limited in language-delayed students. Wiig and Semel report:

> The comprehension of adjectives appears closely tied to the interpretation of spatial, temporal, tactile, kinesthetic, and affective events. Futhermore, perceptual confusions or deficits appear to result in deviations in the initial semantic coding and in the subsequent decoding and encoding of the aspects denoted by the various adjectives. (p. 48)

In other words, the use of adjectives depends on the child's ability to categorize the perceptions described. Wiig and Semel suggest a hierarchy of teaching, specifically for the learning-disabled child, that begins with the prominent dimensions of color, size, and shape. More difficult are space, time, and seriation (ordering). The most difficult are adjectives that denote affective, quantitative, or judgmental aspects. Specific remediation suggestions are given in their discussion.

Reports of language-delayed students' inability to use the linguistic knowledge they have (Morehead and Ingram, 1973) encourages a check of adjective use in pragmatic tasks. Both descriptive tasks and storytelling would increase in clarity if appropriate adjectives were added.

TEACHING ADJECTIVES

Sorting, organizing, describing, or engaging in any other activities that emphasize the salient features of objects or pictures form a good basis for teaching adjectives.

Activities for teaching adjectives are available on the pages listed below.

Drill

Page 40 Clothing Wheel
92 Front-and-Back Contrast Cards

Interactive Methods

Page 114 Shape/Size/Color Cut-Outs

Informational Drill

Page 44 Noun Wheel
86 Raceway Gameboard
92 Front-and-Back Contrast Cards
107 Opposites Sorting Mat

Barrier Games

Page 44 Noun Wheel
107 Opposites Sorting Mat

REFERENCES

Bangs, T. **Vocabulary Comprehension Scale.** Austin, Texas: Learning Concepts, 1975.

Bush, C. **Language Remediation and Expansion: 100 Skill-Building Reference Lists.** Tucson, Arizona: Communication Skill Builders, 1979.

Long, R. **The Sentence and Its Parts: A Grammar of Contemporary English.** Chicago: University of Chicago Press, 1961.

Morehead, D., and Ingram, D. "The Development of Base Syntax in Normal and Linguistically Deviant Children." **Journal of Speech and Hearing Research** 16 (1973): 330-352.

Wepman, J., and Haas, W. **A Spoken Word Count.** Los Angeles: Western Psychological Services, 1969.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Adverbs

See also ADJECTIVES.

Although there is a general understanding of what an adverb is, the precise definition escapes experts. Long (1961) defines adverbs as:

> Words belonging to the most miscellaneous of the part-of-speech categories, including words characteristically used as adjuncts (as "occasionally" is used in "I get to New York occasionally"), as prepositive modifiers of adjectives and other adverbs (as "quite" is used in "it wasn't quite right" and "too" in "he makes his points too undiplomatically"), and as prepositions (as "through" is used in "the highway goes through Lexington"). (p. 479)

For most practical purposes, adverbs are words that define verbs and adjectives. They can be divided into three groups: those that modify time, those for place, and those for manner. A partial list follows:

Time:

- today
- tomorrow
- yesterday
- annually
- daily
- never
- soon
- recently
- seldom
- frequently
- regularly
- rarely
- again
- always
- before
- early
- then

Place:

- here
- there
- everywhere
- away
- for
- outside
- inside

Manner:

- quickly
- slowly
- backwards
- sideways
- lengthwise
- accidently
- gladly
- calmly
- enthusiastically
- well
- badly

Additional adverbs are listed by Bush (1979).

USING ADVERBS

Little information on adverbs is available. One function of adverbs, that of modifying adjectives, might be considered as a further extension of an adjective class. In a study of "sort of" and "very" as modifiers of adjectives ("big, tall, little, short"), Berndt and Caramazza (1978) found that preschoolers understood "very" first. Both words were understood by age five.

Wiig and Semel (1976) cite three sources of misunderstanding of adverbs in learning-disabled students:

1. Adverbs made by adding "-ly" to adjectives.
2. Adverbs referencing the speaker's or listener's position, such as "here" or "there."
3. Indefinite adverbs of space like "somewhere, someplace, anywhere."

Difficulty with words formed by adding "-ly" probably results from miscomprehension of the adjective base. The problems with adverbs referencing space, suggest Wiig and Semel, reflect learning-disabled students' difficulty in linguistically coding spatial reference points.

TEACHING ADVERBS

Information on the perceptual nature of adverbs indicates that a straight word list or memorization approach probably will not be productive. It is better to engage the student in some activity in which the ideas behind the adverbs are important, such as organizing or categorizing pictures on the basis of size, speed, etc. Later, adverbs can be introduced to describe the organization of the pictures.

Activities for teaching adverbs are available on the pages listed below.

Drill

Page 42 Action Wheel
106 Action Sorting Mat

Interactive Methods

Page 67 Common Categories Card Decks

Informational Drill

Page 86 Raceway Gameboard
87 Ready-to-Go Gameboards
93 Front-and-Back Punch Cards
98 Homework Sheets and Sentences
99 Homework Pouches
100 Homework Illustration Groups
116 Puppets and Props

REFERENCES

Berndt, R., and Caramazza, A. "The Development of Vague

Modifiers in the Language of Pre-school Children." **Journal of Child Language** 5 (1978): 279-294.

Long, R. **The Sentence and Its Parts: A Grammar of Contemporary English.** Chicago: University of Chicago Press, 1961.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Articles

See also PRONOUNS.

Within modern grammar, articles have been redefined as noun determiners: those words signaling the presence of a noun. A partial list of noun determiners follows:

this
that
the
a
some
any
either
every
each
no
neither
what
which
whatever

Most of the words in this list can be used either with a noun or alone: "This is heavy. This book is heavy." The exceptions ("the, a, every, no") can be used only with a noun.

USING ARTICLES

Although children are acquiring articles between the ages of three and four (Brown, 1973), confusion between "a" and "the" may remain for some time.

Maratsos (1976) lists three sources of difficulty in learning articles:

1. The segments are "phonologically slight."
2. Articles do not refer to any particular object class or consistent internal feelings.
3. The difference in meaning between "a" and "the" requires the abstract notion of specificity of reference. That is, to use "a" and "the" correctly, speakers must understand the difference between a nonspecified member of a general category and a specific member of the particular category the speaker has in mind.

TEACHING ARTICLES

Children who have learned a first language, such as Japanese, that does not distinguish between specific and nonspecific referents may have considerable difficulty understanding the concept.

Additionally, correct usage of "some" seems to pose problems for language-delayed students.

Because articles appear so often in normal conversation, it would rarely be necessary to design an activity specifically to teach articles. Nevertheless, activities for teaching articles are available on the pages listed below.

Informational Drill

Page 32 Analogy Cards: Players and Sports Equipment
34 Analogy Cards: Occupations and Tools
62 Object and Location Flip Books
70 Picture Set Card Decks
86 Raceway Gameboard
92 Front-and-Back Contrast Cards

REFERENCES

Brown, R. **A First Language: The Early Stages.** Cambridge: Harvard University Press, 1973.

Maratsos, M. **The Use of Definite and Indefinite Reference in Young Children.** Cambridge: Cambridge University Press, 1976.

Auxiliary "Is" ("Was")

See also COPULAR "IS."

Auxiliary "is" is a member of the class of auxiliaries formed from "to be." This class is used to form the progressive aspect of verbs by following the auxiliary of "to be" with the "-ing" form of the verb. A partial list of uses follows:

am ______ing
are ______ing
is ______ing

have been ______ing
has been ______ing
having been ______ing

will be ______ing
shall be ______ing
will have been ______ing
shall have been ______ing

were ______ing
was ______ing
had been ______ing

would be ______ing
should be ______ing
would have been ______ing
should have been ______ing

The auxiliary "to be" is also used to form passives. The "-ed" form of the verb follows the auxiliary:

am ______ed
are ______ed
is ______ed
is being ______ed

have been ______ed
has been ______ed
having been ______ed

will be ______ed
shall be ______ed
will have been ______ed
shall have been ______ed

were ______ed
was ______ed
had been ______ed

would be ______ed
should be ______ed
would have been ______ed
should have been ______ed

The two uses of the "to be" auxiliary are combined in the progressive aspect of the passive voice:

am being ______ed
are being ______ed
is being ______ed

were being ______ed
was being ______ed

USING AUXILIARY "IS"

Children developing language learn "is" before "am" or "are" (Johnston and Schery, 1976). A variety of sources (Klima and Bellugi, 1966; Trantham and Pedersen, 1976) place the age of "is" acquisition between the third and fourth year. Children begin using "is" in some contexts around the age of two, but omit it when utterances are longer or more complex.

The most noted problem with auxiliary "is" is its omission in sentences. In addition, Wiig and Semel (1976) report that learning-disabled children may have difficulty encoding "subtle durational features" of various past and future progressive aspects.

TEACHING AUXILIARY "IS"

One may assume that "is" is omitted in many sentences because it is not essential to the meaning. "The boy running" and "The boy is running" mean basically the same thing. Creating situations in which tense becomes important underscores the necessity of this word. ("In this picture, the boy is running. What was he doing before?")

Activities for teaching auxiliary "is" are available on the pages listed below.

Drill

Page 25 Related Illustrations on One Page
98 Homework Sheets and Sentences
106 Action Sorting Mat

Informational Drill

Page 52 Hidden Picture Pull Strip

Barrier Games

Page 50 Sequence Pull Strip

REFERENCES

Johnston, J., and Schery, T. "The Use of Grammatical Morphemes by Children with Communication Disorders." In **Normal and Deficient Child Language**, edited by D. Morehead and A. Morehead. Baltimore, Maryland: University Park Press, 1976.

Klima, E., and Bellugi, U. "Syntactic Regularities in the Speech of Children." In **Psycholinguistic Papers: Proceedings of the Edinburgh Conference**, edited by J. Lyons and R. Wales. Edinburgh: University Press, 1966.

Trantham, C., and Pedersen, J. **Normal Language Development.** Baltimore, Maryland: Williams & Wilkins Company, 1976.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Basic Concepts

See also COGNITIVE SKILLS.

In language, the term "basic concepts" refers generally to a core of vocabulary essential to academic success. This list of sixty words includes the fifty concepts tested by Boehm (1969) which have been a standard for several years:

top
through
away from
next to
inside
some
not many
middle
few
farthest
around
over
widest
most
between
whole
nearest
second
corner
several
behind
after
in a row
different
almost
half
center
as many
side
beginning
other
alike
not first or last
never
below
matches
always
medium sized
right
forward
zero
above
every
separated
left
pair
skip
equal
in order
third
least
backward
apart
in front of
highest
lowest
bottom
low
outside
off

A more recent diagnostic instrument, **The Bracken Basic Concept Scale**, examines over 250 concepts. They are divided into eleven categories: colors, shapes, size, quantity, numbers/counting, identifying letters, direction/position, time/sequence, texture/material, comparisons, social/emotional.

USING BASIC CONCEPTS

Basic concept development is related to both the learning ability and the particular experiences of children. The fact that many tests and programs assume knowledge of these skills by kindergarten establishes this age as the desirable time of acquisition.

Students not ready to use and understand the core vocabulary constituting "basic concepts" may fall behind other class members in such areas as following directions.

TEACHING BASIC CONCEPTS

Providing experience with objects while describing pertinent actions and relationships creates a productive atmosphere for learning basic concepts.

Activities for teaching basic concepts are available on the pages listed below.

Interactive Methods

Page 67 Common Categories Card Decks

Informational Drill

Page 33 Analogy Cards: Raw Materials and Finished Products
49 Double Pull Strip
52 Hidden Picture Pull Strip
98 Homework Sheets and Sentences

Barrier Games

Page 24 Prepared Worksheets
25 Related Illustrations on One Page
83 Solid Gameboard
87 Ready-to-Go Gameboards
108 Occupation Sorting Mat
114 Shape/Size/Color Cut-Outs
117 Cut-Outs and Cards

REFERENCES

Boehm, A. **Boehm Test of Basic Concepts.** New York; Psychological Corporation, 1969.

Bracken, B. **The Bracken Basic Concept Scale.** Columbus, Ohio: Charles E. Merrill, in press.

Cognitive Skills

See also BASIC CONCEPTS.

Cognitive skills are those intellectual abilities directly related to the use of language. There is no single list of these skills, but the following groups are generally acknowledged as belonging under this heading: classification, memory, vocabulary, and sometimes auditory processing.

Under classification, Nelson (1979) lists several skills. Among them are:

1. Classification (grouping objects or pictures together).
2. Multiple classification (grouping sets of objects in more than one way). For example, a matrix can be set up in which one dimension (such as different shapes) is organized into rows and another dimension (such as color) is organized in columns.
3. Class inclusion (naming the similarities among members of one group).

Memory, the structuring of experiences for active recall, can be divided into short-term and long-term, or delayed, recall. Wiig and Semel (1976) discuss several factors affecting short-term recall. Among them are word familiarity, associative strength, linguistic structure, logical relationship, and the salience, or relative importance, of a word.

Vocabulary actually represents several levels of word knowledge. Bloom and Lahey (1978) discuss five levels:

1. Referential (knowing the meaning of a word).
2. Extended (knowing situations in which the word is appropriate).
3. Relational (knowing how to use words together).
4. Categorical (knowing how to group words).
5. Metalinguistic (knowing aspects of words that are not directly related to communication, such as synonyms and antonyms).

USING COGNITIVE SKILLS

The development of cognitive skills is a function of both experience and overall intellectual growth. Age of acquisition of the various skills is indicated in the charts and norms of most standardized language tests.

A number of different approaches to language use and remediation are related to cognitive skills. Among them are:

1. Relation of language to Piaget's stages of cognitive development (Corrigan, 1978).
2. Determination of syntactic acquisition as a function of cognitive development (Cromer, 1976).

3. Interest in the development of meaning (semantics) within the context of the child's maturing perceptual system (Lucas, 1980).

Problems with cognitive skills and the role of these problems in the development of language are clearly presented by Wiig and Semel (1976). The relation between these skills and observed language behaviors are discussed and remediation techniques presented.

TEACHING COGNITIVE SKILLS

Attempts to teach cognitive skills devoid of linguistic content have recently been discouraged. (Examples are using digits or hand claps for working on short-term memory.) Remediation now centers on incorporating the actual linguistic units the student needs to improve.

Activities for teaching cognitive skills are available on the pages listed below.

Drill

Page	70	Picture Set Card Decks

Interactive Methods

Page	24	Prepared Worksheets
	49	Double Pull Strip
	66	Same Objects Card Decks
	116	Puppets and Props
	117	Cut-Outs and Cards

Informational Drill

Page	25	Related Illustrations on One Page
	30	Analogy Cards: Common Related Objects
	31	Analogy Cards: Animals and Homes
	32	Analogy Cards: Players and Sports Equipment
	34	Analogy Cards: Occupations and Tools
	40	Clothing Wheel
	51	Picture Parts Pull Strip
	66	Same Objects Card Decks
	68	Two-Part Picture Card Decks
	69	Embedding Card Decks
	70	Picture Set Card Decks
	83	Solid Gameboard
	87	Ready-to-Go Gameboards
	93	Front-and-Back Punch Cards
	94	Front-and-Back Puzzle Cards
	100	Homework Illustration Groups
	106	Action Sorting Mat
	109	Preposition Sorting Mat
	110	Common Categories Sorting Mat
	115	Category Sets
	117	Cut-Outs and Cards

REFERENCES

Bloom, L., and Lahey, M. **Language Development and Language Disorders.** New York: John Wiley & Sons, 1978.

Corrigan, R. "Language Development as Related to Stage 6 Object Permanence Development." **Journal of Child Language** 5 (1978): 173-189.

Cromer, R. "The Cognitive Hypothesis of Language Acquisition and Its Implications for Child Language Deficiency." In **Normal and Deficient Child Language**, edited by D. Morehead and A. Morehead. Baltimore, Maryland: University Park Press, 1976.

Lucas, E. **Semantic and Pragmatic Language Disorders.** Rockville, Maryland: Aspen Systems Corporation, 1980.

Nelson, N. **Planning Individualized Speech and Language Intervention Programs.** Tucson, Arizona: Communication Skill Builders, 1979.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Comparatives

See also ADJECTIVES and ADVERBS.

Comparative forms of both adjectives and adverbs are used to indicate the degree of an attribute. Most adjectives and adverbs are made comparative by (1) adding "-er," or (2) using the word "more" in front of the modifier. The following list of adjectives use "more" (Long, 1961, p. 253):

1. Adjectives ending with:

   -al
   -ant
   -ed
   -en
   -ern
   -ful
   -ic
   -ing
   -ish
   -ive
   -less
   -ous
   -some
   -ward

2. Adjectives containing more than two syllables.
3. Adjectives beginning with prefixes.
4. These individual adjectives:

   absurd
   afraid
   alert
   ancient
   candid
   certain
   charming
   complete
   earnest
   exact
   famous
   futile
   hostile
   human
   humane
   proper
   content
   cunning
   direct
   distinct
   docile
   eager
   prudent
   rigid
   solemn
   splendid
   valid

Unpredictable comparative forms of both adjectives and adverbs are:

good-better
bad-worse
well-better
badly-worse
much-more

USING COMPARATIVES

Layton and Stick (1979) report that, in the children studied, the production of the comparative form of early adjectives ("big, small, tall, short") increased from 20% to 75% accuracy between the ages of 2½ years and 4½ years.

Comprehension of some comparative relationships increases with age in grade school students. Wiig and Semel (1974) tested responses to ten questions involving comparatives. (Examples: "Are trains faster than airplanes? Are feathers heavier than books?") From grades 1 through 8, the mean of correct responses (out of 10) increased from 7.70 to 9.40.

TEACHING COMPARATIVES

Interest in teaching comparatives focuses on (1) correct usage of "-er" endings, "more," and unpredictable forms; and (2) comprehension of the meaning of the comparatives ("Jane is younger than Sue. Sue is 12. Can Jane be 13?").

Activities for teaching comparatives are available on the pages listed below.

Informational Drill

Page 41 Animal Wheel
44 Noun Wheel
48 Size and Shape Pull Strip

Barrier Games

Page 68 Two-Part Picture Card Decks
92 Front-and-Back Contrast Cards
114 Shape/Size/Color Cut-Outs

REFERENCES

Layton, T., and Stick, S. "Comprehension and Production of Comparatives and Superlatives." **Journal of Child Language** 6 (1979): 511-527.

Long, R. **The Sentence and Its Parts: A Grammar of Contemporary English.** Chicago: University of Chicago Press, 1961.

Wiig, E., and Semel, E. "Development of Comprehension of Logico-grammatical Sentences by Grade School Children." **Perceptual and Motor Skills** 34 (1974): 171-176.

Complex Verbs

See also AUXILIARY "IS," FUTURE TENSE VERBS, "-ING," MODALS, and PAST TENSE VERBS.

For this discussion, the term "complex verb" is used to describe:

1. Passives ("The ball was kicked by the boy").
2. Past or future perfect forms ("He had seen. They will have seen").

Some past and future perfect verbs consist of the main verb and two or more auxiliaries. The auxiliaries consist of modals ("can, may, will, shall, must") and certain verbs ("do, have, be"). When a verb contains several components, they occur in this order: modal + "have" + "be" + main verb. An example is, "He might have been talking."

Additionally, verbals should be mentioned. They are verb forms functioning in another way. Here are some samples: "Talking makes me tired. Sleeping is my favorite hobby. Running through the door, I gasped for breath."

USING COMPLEX VERBS

The relatively late emergence of complex verb forms is discussed by Cromer (1976). One child studied began using the past perfect tense ("have" + "-en") at age 4 years, 6 months. The other child never used it through age 5 years, 5 months. Cromer explains that the sense of time encoded by this tense is fairly sophisticated because the speaker is discussing the timing of two events simultaneously.

It is possible that this same argument may apply to other complex forms. Passive verb constructions are generally acknowledged to be the latest form to develop. In spontaneous language samples from students 5 to 13 years old, Horgan (1978) found passive verb constructions occurred more frequently than in samples from younger children. Even by age 13, students were not using the full range of passives spoken by college students.

TEACHING COMPLEX VERBS

As a rule, language-delayed students simply do not use any of the complex verb forms. Accessibility of these forms to older students will help them attain more effective communication skills.

Activities for teaching complex verbs are available on the pages listed below.

Drill

Page 98 Homework Sheets and Sentences

Informational Drill

Page 26 Pages Illustrating Sequences
42 Action Wheel
59 People and Action Flip Books
107 Opposites Sorting Mat
115 Category Sets

REFERENCES

Cromer, R. "The Cognitive Hypothesis of Language Acquisition and Its Implications for Child Language Deficiency." In **Normal and Deficient Child Language**, edited by D. Morehead and A. Morehead. Baltimore, Maryland: University Park Press, 1976.

Horgan, D. "The Development of the Full Passive." **Journal of Child Language** 5 (1978): 65-80.

Conjunctions

See also SUBORDINATE CLAUSES.

Coordinating conjunctions are used to link two equal sentence units (words, phrases, or sentences). The list of conjunctions is small:

and
but
or
nor

Conjunctive adverbs, used to link two sentences or their components, are sometimes included in the conjunctions category:

accordingly
also
anyhow
anyway
besides
consequently
furthermore
hence
however
indeed
likewise
moreover
namely
nevertheless
otherwise
still
then
therefore

A third class, subordinate conjunctions, is discussed under SUBORDINATE CLAUSES.

USING CONJUNCTIONS

The first conjunction to appear is "and." Use of "and" within a sentence involves recognition of redundant elements which have been omitted. For example, "The boy sang and the girl sang" becomes "The boy and the girl sang."

The earliest use of "and," however, is probably not as a conjunction. Trantham and Pedersen (1976) note that children around two years old used "and" to begin a sentence, as in "And this Grandma pin" (p. 86).

Trantham and Pedersen also note a difference in use of "and" dependent on the parts of speech being joined. "And" used to join objects appeared easier to master than "and" used to join subjects. All uses of "and" were seen in children by the age of three.

Greenfield and Dent (1982) used a barrier game to evaluate use of "and" in children ages five and ten. Even ten-year-olds experienced difficulty in some situations.

Wiig and Semel (1976) report learning-disabled students have difficulty processing the portion of the sentence deleted by use of "and." In the example, "Eric shot the ball and scored the basket," students may not know who scored the basket.

According to Wiig and Semel, "and" is the easiest conjunction to use, "or" is next, and "but" is the most difficult.

TEACHING CONJUNCTIONS

A barrier game strategy in which students state the same action with multiple items ("Put the circle beside the horse and the square under it") presents both comprehension and production tasks.

Activities for teaching conjunctions are available on the pages listed below.

Drill

Page 30 Analogy Cards: Common Related Objects
107 Opposites Sorting Mat

Interactive Methods

Page 115 Category Sets

Informational Drill

Page 41 Animal Wheel
43 Transportation Wheel
49 Double Pull Strip
52 Hidden Picture Pull Strip
59 People and Action Flip Books
62 Object and Location Flip Books
66 Same Objects Card Decks
83 Solid Gameboard
107 Opposites Sorting Mat
117 Cut-Outs and Cards

REFERENCES

Greenfield, P., and Dent, C. "Pragmatic Factors in Children's Phrasal Coordination." **Journal of Child Language** 9 (1982): 425-443.

Trantham, C., and Pedersen, J. **Normal Language Development.** Baltimore, Maryland: Williams & Wilkins Company, 1976.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Copular "Is" ("Was/Will Be")

See also AUXILIARY "IS."

Copular verbs are those that relate a noun to a modifier. Although several verbs may function in this way ("got" in "He got emotional," and "looks" in "She looks unhappy"), the most common copular verbs are "be, become, seem."

USING COPULAR "IS"

Although the copular "be" is treated differently from the auxiliary "be" in linguistics, there is some indication that these forms are not distinguished in use or acquisition, at least in the "are" form (Hedge and McConn, 1981).

TEACHING COPULAR "IS"

As with auxiliary "is," copular "is" may be considered nonessential to the meaning and, thus, be omitted. Activities that emphasize its function may increase the student's awareness. ("In this picture, the girl is happy. She wasn't happy before. Then she got a puppy. Tell me about the girl.")

Activities for teaching copular "is" are available on the pages listed below.

Drill

Page	41	Animal Wheel
	42	Action Wheel
	49	Double Pull Strip
	70	Picture Set Card Decks
	92	Front-and-Back Contrast Cards
	94	Front-and-Back Puzzle Cards
	99	Homework Pouches
	109	Preposition Sorting Mat

Interactive Methods

Page	115	Category Sets

Informational Drill

Page	24	Prepared Worksheets
	31	Analogy Cards: Animals and Homes
	32	Analogy Cards: Players and Sports Equipment
	33	Analogy Cards: Raw Materials and Finished Products
	34	Analogy Cards: Occupations and Tools
	40	Clothing Wheel
	41	Animal Wheel
	44	Noun Wheel
	48	Size and Shape Pull Strip
	52	Hidden Picture Pull Strip
	66	Same Objects Card Decks
	67	Common Categories Card Decks
	98	Homework Sheets and Sentences
	99	Homework Pouches
	107	Opposites Sorting Mat
	114	Shape/Size/Color Cut-Outs

Barrier Games

Page	44	Noun Wheel
	67	Common Categories Card Decks

REFERENCE

Hedge, M., and McConn, J. "Language Training: Some Data on Response Classes and Generalization to an Occupational Setting." **Journal of Speech and Hearing Disorders** 46 (1981): 353-358.

"Do"-Reversal Questions

See also "IS"-REVERSAL QUESTIONS, MODALS, and "WH-" QUESTIONS.

Inflected verbs without an apparent auxiliary require the addition of "do" for the derived question form. In such questions, all verb inflections for tense and number are moved to the "do" form:

You teach language.
Do you teach language?

He teaches language.
Does he teach language?

She taught language.
Did she teach language?

This form of "do" is an auxiliary and has no connection with "do" as a main verb meaning "to accomplish."

When the verb form contains an auxiliary, "do" is not required for the question:

You have taught language.
Have you taught language?

USING "DO"-REVERSAL QUESTIONS

Trantham and Pedersen (1976) report that all seven of the children in their study used questions with "do" between the ages of 27 and 36 months. Four of the children used "does" in questions between 29 and 35 months. "Did," by contrast, was used by only three of the children.

Difficulties that students have with using "do" forms in questions include:

1. Omission of the form entirely ("He ran?" for "Did he run?").
2. Confusion of tense and number between the auxiliary and the main verb ("Does he likes that cat?" and "Does he liked that cat?").

TEACHING "DO"-REVERSAL QUESTIONS

Giving students lots of opportunities to practice various tense and number forms of "do" questions helps them understand the differences.

Activities for teaching "do"-reversal questions are available on the pages listed below.

Drill

Page 51 Picture Parts Pull Strip
67 Common Categories Card Decks

Informational Drill

Page 59 People and Action Flip Books
68 Two-Part Picture Card Decks
70 Picture Set Card Decks
118 Cut-Outs and Backgrounds

REFERENCE

Trantham, C., and Pedersen, J. **Normal Language Development.** Baltimore, Maryland: Williams & Wilkins Company, 1976.

Functional Communication

See also REFERENTIAL COMMUNICATION.

Growing interest in teaching communication skills to primary classroom students has led to a definition of five communication functions:

1. Controlling. These are communication acts in which the participants' dominant function is to control behavior: for example, commanding, offering, suggesting,

permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading, and arguing.

2. Feeling. These are communication acts which express and respond to feelings and attitudes such as, exclaiming, expressing a state or an attitude, taunting, commiserating, tale-telling, blaming, disagreeing, and rejecting.
3. Informing. These are communication acts in which the participants' function is to offer or seek information: for example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging.
4. Ritualizing. These are communication acts which serve primarily to maintain social relationships and to facilitate social interaction, such as greeting, taking leave, participating in verbal games (pat-a-cake), reciting, taking turns in conversations, participating in culturally appropriate speech modes (for example, teasing, praying, punning, playing the dozens), and demonstrating culturally appropriate amenities.
5. Imagining. These are communication acts which cast the participants in imaginary situations and include creative behaviors such as role playing, fantasizing, speculating, dramatizing, theorizing, and storytelling. (Wood, 1977, pp. 3-4)

USING FUNCTIONAL COMMUNICATION

It is presumed that most children use all functions fairly early. How well they are able to achieve desired results depends on:

1. The student's skill in linguistic encoding.
2. The student's willingness to use verbal communication.
3. The climate of interest and acceptance offered by the listeners.

TEACHING FUNCTIONAL COMMUNICATION

Functional communication may or may not be a specific goal in a student's educational plan, but it is the presumed reason for teaching other goals from syntax and semantics—to make the child a better communicator. Focusing directly on functional communication can often help place the student's needs in a different perspective. For example, a teacher might note:

> This student does not use verbal means to control others. Observation of classroom and playground behaviors shows pushing, hitting, and pulling are methods employed.
>
> Objective: By _______, _______ will substitute appropriate verbal requests for current physical means of controlling, at least 75% of the time, as measured by a 20-minute playground observation.

Success in functional communication leads to more attempts to communicate. A variety of activities to create communication success are suggested by Wood (1977).

Activities for teaching functional communication are available on the pages listed below.

Informational Drill

Page	31	Analogy Cards: Animals and Homes
	58	Action and Time Flip Books
	59	People and Action Flip Books
	60	People and Object Flip Books
	61	Object and Action Flip Books
	62	Object and Location Flip Books
	68	Two-Part Picture Card Decks
	70	Picture Set Card Decks
	99	Homework Pouches
	118	Cut-Outs and Backgrounds

Barrier Games

Page	86	Raceway Gameboard

REFERENCE

Wood, B., ed. **Development of Functional Communication Competencies: Pre-K-Grade 6.** Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1977.

Future Tense Verbs

See also ADVERBS and MODALS.

Technically, no future tense exists in English (Streng, 1972). Rather, there is a future aspect which can be expressed in a variety of ways:

1. Modal "will" + verb ("The deer will run").
2. Present tense of "to be" used with a word expressing future time ("Tomorrow is Thanksgiving").
3. "To be" used with "going to" + verb ("We are going to leave").
4. The present progressive form used with a word or phrase expressing future time ("The bus is leaving in five minutes").

USING FUTURE TENSE VERBS

First expressions of the future using "will" occur between ages three and four (Trantham and Pedersen, 1976). Language-delayed students often show some acceptable method of indicating the future. However, they may experience difficulty in pairing adverbs and phrases of time ("tomorrow, in a few minutes, next month") with the appropriate verb form.

TEACHING FUTURE TENSE VERBS

Wiig and Semel (1976) suggest that temporal aspects of verbs be first established in sets of sentences with the words "yesterday, today, tomorrow" used as the cues for tense. Later, students might be asked to determine whether two sentences mean the same thing: "I will see the movie" versus "I'm going to see the movie."

Activities for teaching future tense verbs are available on the pages listed below.

Drill

Page 50 Sequence Pull Strip
93 Front-and-Back Punch Cards

Informational Drill

Page 99 Homework Pouches

REFERENCES

Streng, A. **Syntax, Speech and Hearing.** New York: Grune and Stratton, 1972.

Trantham, C., and Pedersen, J. **Normal Language Development.** Baltimore, Maryland: Williams & Wilkins Company, 1976.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Infinitives

See also COMPLEX VERBS, "-ING," and RELATIVE CLAUSES.

The infinitive, or stem, portion of verbs is often preceded by the word "to." This is a frequently seen form that has a variety of uses:

1. Infinitives take the noun position in sentences ("To ride an elephant was her wildest dream").
2. Infinitives can replace some relative clauses ("I'm so happy to have seen it" versus "I'm so happy that I saw it").
3. Embedded infinitive sentences can replace two simple sentences ("It was time for me to leave for school" versus "I left for school. It was time").

USING INFINITIVES

Earliest use of infinitives appears in concatenative forms (Dever, 1978), such as "wanna, gonna, gotta, hafta, hasta." Later, children are able to separate the infinitive from the previous verb ("I want to play").

Many language-delayed students use the early combined forms, but drop the "to" when the forms are separated ("I want him run"). The more complex uses of infinitives rarely appear.

TEACHING INFINITIVES

Games in which instructions to a second person are then relayed to a third person evoke a variety of infinitives in a natural context ("Ask ______ to give me that. Tell ______ to wait").

Activities for teaching infinitives are available on the pages listed below.

Drill

Page	42	Action Wheel
	83	Solid Gameboard
	99	Homework Pouches

Interactive Methods

Page	116	Puppets and Props

Informational Drill

Page	32	Analogy Cards: Players and Sports Equipment
	33	Analogy Cards: Raw Materials and Finished Products
	34	Analogy Cards: Occupations and Tools
	41	Animal Wheel
	43	Transportation Wheel
	58	Action and Time Flip Books
	70	Picture Set Card Decks
	107	Opposites Sorting Mat
	108	Occupation Sorting Mat

REFERENCE

Dever, R. **Teaching the American Language to Kids.** Columbus, Ohio: Charles E. Merrill, 1978.

"-ing"

See also AUXILIARY "IS" and COMPLEX VERBS.

The morpheme "-ing" is used to inflect verbs for the progressive aspect. This verb tense is always accompanied by a form of the verb "be." Additionally, "-ing" can be used to form gerunds and participles from verbs.

USING "-ING"

Johnston and Schery (1976) compared morphological development of 287 language-delayed students with that of normal speakers using the same length utterance. They found that (1) "-ing" appeared at least once in 90% of the samples of language-delayed children at level 1 (2 to 2.5 words per utterance), and (2) the use of "-ing" was not consistent. Their findings are summarized below:

Language Level	Mean Words/ Utterance	Mean Correct Use of "-ing"
1	(2.0-2.5)	41.1
2	(2.5-3.0)	58.8
3	(3.0-4.0)	71.7
4	(4.0-5.0)	81.1
5	(5.0+)	85.0

These findings contrast with data on normal children which show 90% correct use of "-ing" by level 2 (deVilliers and deVilliers, 1973; Brown, 1973).

The difficulty students experience with this morpheme, then, appears to be with consistency of use.

TEACHING "-ING"

A combination of drill, interactive methods, and informational drill may help students achieve consistency in the use of "-ing."

Activities for teaching "-ing" are available on the pages listed below.

Drill

Page	25	Related Illustrations on One Page
	42	Action Wheel
	106	Action Sorting Mat

Informational Drill

Page	25	Related Illustrations on One Page
	52	Hidden Picture Pull Strip

REFERENCES

Brown, R. **A First Language: The Early Stages.** Cambridge: Harvard University Press, 1973.

deVilliers, J., and deVilliers, P. "A Cross-Sectional Study of the Acquisition of Grammatical Morphemes in Child Speech." **Journal of Psycholinguistic Research** 2 (1973): 267-278.

Johnston, J., and Schery, T. "The Use of Grammatical Morphemes by Children with Communication Disorders." In **Normal and Deficient Child Language**, edited by D. Morehead and A. Morehead. Baltimore, Maryland: University Park Press, 1976.

"Is"-Reversal Questions

See also AUXILIARY "IS," COPULAR "IS," and "DO"-REVERSAL QUESTIONS.

Various forms of "be" are used as auxiliaries and copulars in declarative sentences. All forms make corresponding questions by reversing the order of the noun phrase and the first auxiliary. Examples are:

The man is tired.
Is the man tired?

The new chairs are falling apart.
Are the new chairs falling apart?

The phone was ringing.
Was the phone ringing?

All the puppies were barking.
Were all the puppies barking?

My brother and his friends will be late.
Will my brother and his friends be late?

In contrast to the "do"-reversal questions, these questions rearrange elements already manifest in the surface structure.

USING "IS"-REVERSAL QUESTIONS

Problems that students have in using this form of question include:

1. Asking questions without reversal ("He is tired?").
2. Omitting the "be" form.

TEACHING "IS"-REVERSAL QUESTIONS

Questions are naturally taught within the context of statements that correspond to related goals.

Activities for teaching "is"-reversal questions are available on the pages listed below.

Interactive Methods

Page 106 Action Sorting Mat

Informational Drill

Page 59 People and Action Flip Books
107 Opposites Sorting Mat

Barrier Games

Page 26 Pages Illustrating Sequences

Listening Skills

See also COGNITIVE SKILLS.

The benefit a student can derive from hearing a language is closely bound to that student's knowledge of the language. Therefore, a student's listening skills are as complex as the productive aspects of language. Wiig and Semel (1976) break language processing into three areas:

1. Cognition of auditory-symbolic units (the ability to understand and discriminate between various sounds).
2. Comprehension of semantic units (the acquisition and understanding of words that form the various parts of speech).
3. Processing morphology, syntax, and linguistic concepts (the application of linguistic structure to the understanding and repetition of sentences).

USING LISTENING SKILLS

Children learn language by matching an utterance with a context. Much of what appears to be early understanding is actually skill at reading the context and making appropriate responses. Children around the ages of four and five are beginning to learn to process language removed from an informative environment. Even at this age, however, children respond to the "sense" of a message rather than specific words (Warden, 1981).

TEACHING LISTENING SKILLS

Students lacking necessary processing abilities can benefit from specific, linguistically based instruction. Wiig and Semel (1976) provide an impressive array of practical tasks designed to help these students.

Gerber and Bryen (1982) recommend that, for older students, assistance with listening skills should include more than remedial training. In addition, "the language specialist has the responsibility of devising compensatory procedures, in collaboration with the classroom teacher, that will ease the processing load in the child's daily function. . . ." (p. 159).

Pearson and Fielding (1982) conclude, after a review of listening comprehension studies, that:

1. Listening training can focus on the same skills covered in reading comprehension: getting the main idea, sequencing, summarizing, and remembering facts.
2. Listening comprehension increases when students are asked to make verbal response to the material.

Activities for teaching listening skills are available on the pages listed below.

Interactive Methods

Page	48	Size and Shape Pull Strip
	108	Occupation Sorting Mat
	109	Preposition Sorting Mat

Informational Drill

Page	26	Pages Illustrating Sequences
	30	Analogy Cards: Common Related Objects
	32	Analogy Cards: Players and Sports Equipment
	33	Analogy Cards: Raw Materials and Finished Products
	94	Front-and-Back Puzzle Cards

Barrier Games

Page	25	Related Illustrations on One Page
	83	Solid Gameboard
	87	Ready-to-Go Gameboards
	93	Front-and-Back Punch Cards
	117	Cut-Outs and Cards

REFERENCES

Gerber, A., and Bryen, D. **Language and Learning Disabilities.** Baltimore, Maryland: University Park Press, 1982.

Pearson, P., and Fielding, L. "Research Update: Listening Comprehension." **Language Arts** 59 (1982): 617-628.

Warden, D. "Children's Understanding of 'Ask' and 'Tell.'" **Journal of Child Language** 8 (1981): 139-149.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

Modals

See also COMPLEX VERBS.

The modal auxiliaries consist of those words known to students as "helper verbs": "can, may, must, should, shall, will, ought, could, might, would." They refer generally to states of necessity, doubt, possibility, obligation, and conditions contrary to fact.

USING MODALS

The subtle shades of meaning provided by modals elude most language-delayed students. Since these words are often important in social contexts, their omission limits the number of response options. A few of the meanings are listed below:

Obligation:
- must
- should
- ought to
- will

Example: "You must finish your homework."

Advisability:
- should
- ought to

Example: "You should have breakfast."

Preference:
- would (rather)

Example: "I would rather get some help."

Ability:
- can
- could

Example: "He can help me."

Possibility:
- can
- could
- may
- might

Example: "You can be a winner."

Probability:
- should
- ought to
- must
- can't
- couldn't

Example: "They must be from another school."

Willingness:
- will
- shall

Example: "I will do it."

Invitation:
- could
- would
- shall

Example: "Would you like to go?"

Request:

may
could
Example: "May I have that?"

Permission:

may
can
Example: "You may come in now."

TEACHING MODALS

Situations in which students compare the meanings of two sentences can help to demonstrate the differences between modals.

Activities for teaching modals are available on the pages listed below.

Drill

Page	92	Front-and-Back Contrast Cards
	98	Homework Sheets and Sentences

Informational Drill

Page	30	Analogy Cards: Common Related Objects
	32	Analogy Cards: Players and Sports Equipment
	40	Clothing Wheel
	41	Animal Wheel
	49	Double Pull Strip
	51	Picture Parts Pull Strip
	52	Hidden Picture Pull Strip
	59	People and Action Flip Books
	61	Object and Action Flip Books
	99	Homework Pouches
	108	Occupation Sorting Mat
	110	Common Categories Sorting Mat

Negatives

Negatives can be divided into three groups: (1) explicit negatives like "no" and "not," (2) implied or inherent negatives that take their negative value from the meaning of the word ("except, absent, forget") as well as any words with the prefix "un-," and (3) negative adverbs ("never, rarely, only, just, hardly, scarcely, seldom").

The explicit negative "not" appears after the first auxiliary in a sentence. If no auxiliary is apparent, a form of "do" is used ("He sits quietly. He doesn't sit quietly").

When "no" is used, it usually modifies the subject, although the object can receive it as well.

USING NEGATIVES

Children go through three stages in developing negatives (Klima and Bellugi, 1966). In the first stage, the word "no" or "not" is added to the beginning or end of the utterance ("No see doggie"). In the second stage, the words "don't" and "can't" appear. Also, "no" and "not" are sometimes placed within a sentence ("I not sad. I happy"). In the third stage, negatives are used with a variety of modal auxiliaries ("He shouldn't cry").

Language-delayed students may experience difficulty in switching tense and number information to the auxiliary, creating responses such as, "He don't wanting it" for "He doesn't want it," and "They not wanted it" for "They didn't want it."

Additionally, implied negatives can pose comprehension problems ("Everyone except John stand up").

TEACHING NEGATIVES

Paraphrasing of negative sentences or practice with turning sentences into their negative counterparts offers students exposure to the rules of sentence construction.

Activities for teaching negatives are available on the pages listed below.

Drill

Page	49	Double Pull Strip
	92	Front-and-Back Contrast Cards

Interactive Methods

Page	115	Category Sets

Informational Drill

Page	31	Analogy Cards: Animals and Homes
	34	Analogy Cards: Occupations and Tools
	43	Transportation Wheel
	44	Noun Wheel
	48	Size and Shape Pull Strip
	52	Hidden Picture Pull Strip
	66	Same Objects Card Decks
	68	Two-Part Picture Card Decks
	99	Homework Pouches
	108	Occupation Sorting Mat
	110	Common Categories Sorting Mat
	116	Puppets and Props
	117	Cut-Outs and Cards

REFERENCE

Klima, E., and Bellugi, U. "Syntactic Regularities in the Speech of Children." In **Psycholinguistics Papers: Proceedings of the Edinburgh Conference**, edited by J. Lyons and R. Wales. Edinburgh: University Press, 1966.

Noun-Verb Agreement

See also "DO"-REVERSAL QUESTIONS.

Both nouns and verbs carry information on number. Within a noun-verb clause, this number information should be the same: "The dog is making a mess. The dogs are making a mess."

USING NOUN-VERB AGREEMENT

The fact that many adults do not incorporate noun-verb agreement ("He don't have enough") indicates that inclusion of this goal should come fairly late in a student's language remediation program.

TEACHING NOUN-VERB AGREEMENT

Repeated exposure to correct use during activities designed for other goals may be all the attention this rather high-level goal merits.

Activities that concentrate primarily on plurals and, therefore, are useful for noun-verb agreement are available on the pages listed below.

Drill

Page	67	Common Categories Card Decks

	83	Solid Gameboard
	92	Front-and-Back Contrast Cards
	99	Homework Pouches

Informational Drill

Page	40	Clothing Wheel
	41	Animal Wheel
	43	Transportation Wheel
	44	Noun Wheel
	70	Picture Set Card Decks
	116	Puppets and Props
	117	Cut-Outs and Cards
	118	Cut-Outs and Backgrounds

Past Tense Verbs

The majority of verbs form the simple past by adding "-ed." Some irregular groups form the past in other ways:

1. By not changing:

bet - bet
bid - bid
burst - burst
cost - cost
cut - cut
hit - hit
hurt - hurt
let - let
put - put
quit - quit
rid - rid
set - set
shut - shut
spread - spread
wet - wet

2. By changing the vowel only:

become - became
bleed - bled
come - came
dig - dug
feed - fed
fight - fought
find - found
grind - ground
hang - hung
hold - held
lead - led
light - lit
meet - met
read - read
run - ran
shine - shone
shoot - shot
sit - sat
slide - slid
stand - stood
stick - stuck
strike - struck
understand - understood
win - won
wind - wound

3. By changing the vowel from "-i-" to "-a-":

begin - began
drink - drank
ring - rang
shrink - shrank
sing - sang
sink - sank
spring - sprang
stink - stank
swim - swam

4. By changing the ending from "-d" to "-t":

bend - bent
build - built
lend - lent
send - sent
spend - spent

5. By changing the ending to "-d" and sometimes changing the vowel:

flee - fled
have - had
hear - heard
lay - laid
make - made
pay - paid
say - said
sell - sold
tell - told

6. By changing the ending to "-t" and changing the vowel:

bring - brought
buy - bought
catch - caught
creep - crept
deal - dealt
lose - lost
mean - meant
seek - sought
sleep - slept
sweep - swept

feel - felt
keep - kept
kneel - knelt
leave - left
teach - taught
think - thought
weep - wept

USING PAST TENSE VERBS

Although children quickly learn to form past tense verbs, the exceptions to the rule are not always followed. This results in overgeneralization of regular forms: "He comed with me. I runned fast."

TEACHING PAST TENSE VERBS

As suggested by Simon (1980), a direct approach is to call the irregular verbs the "goofy" ones and ask students to memorize them in the format, "Today I am ______ing. Yesterday I ______."

Activities for teaching past tense verbs are available on the pages listed below.

Drill

Page	40	Clothing Wheel
	42	Action Wheel
	50	Sequence Pull Strip
	94	Front-and-Back Puzzle Cards
	98	Homework Sheets and Sentences

Interactive Methods

Page	67	Common Categories Card Decks
	100	Homework Illustration Groups
	115	Category Sets
	116	Puppets and Props

Informational Drill

Page	26	Pages Illustrating Sequences
	49	Double Pull Strip
	58	Action and Time Flip Books
	61	Object and Action Flip Books
	69	Embedding Card Decks
	83	Solid Gameboard
	106	Action Sorting Mat
	118	Cut-Outs and Backgrounds

REFERENCE

Simon, C. **Suggested Strategies for a Functional-Pragmatic Approach to Language Therapy.** Tucson, Arizona: Communication Skill Builders, 1980.

Possessives

See also PRONOUNS.

The most frequent methods used to indicate possession are:

1. Addition of "-s/-es" to the noun ("That is Joe's").
2. Use of the appropriate possessive pronoun ("That is my book. That book is mine").
3. Selection of a verb denoting possession ("That book belongs to me").

Additionally, some books mention the use of "of" + noun ("That is the house of my teacher"). This use, however, seems rare.

USING POSSESSIVES

The concept of ownership, reflected by the use of the word "my," develops early in children. Semel and Wiig (1975), however, report that possessive relationships posed processing difficulties for learning-disabled students.

TEACHING POSSESSIVES

Distribution of objects or pictures among students creates a situational basis for presenting possessives.

Activities for teaching possessives are available on the pages listed below.

Drill

Page	76	Parts of Speech Spinners
	77	Embedding Spinners
	78	Recoding Spinners
	100	Homework Illustration Groups

Informational Drill

Page	31	Analogy Cards: Animals and Homes
	60	People and Object Flip Books
	68	Two-Part Picture Card Decks
	98	Homework Sheets and Sentences

Barrier Games

Page	51	Picture Parts Pull Strip

REFERENCE

Semel, E., and Wiig, E. "Comprehension of Syntactic Structures and Critical Verbal Elements by Children with Learning Disabilities." **Journal of Learning Disabilities** 8 (1975): 46-51.

Prepositions

See also BASIC CONCEPTS.

Prepositions are a frequent language goal selection for primary students. A partial list follows:

about
above
across
after
against
along
amid
among
around
as
at
before
behind
below
beneath
beside
besides
between
beyond
by
concerning
down
during
except
for
from
in
into
like
near
of
off
on
onto
out
over
past
since
through
throughout
till
to
toward
under
underneath
until
unto
up
upon
with
within
without

USING PREPOSITIONS

Comprehension of prepositions is prerequisite to following many instructions heard in primary classrooms: "Put your paper under your book. Line up behind my desk. Keep your letters within the lines."

TEACHING PREPOSITIONS

There is no substitute for using experience to teach prepositions. Organize objects, blocks, or pictures while talking about the arrangement. Then ask the student to imitate the arrangement while you discuss it. Last, ask the student questions about the location of the items.

Activities for teaching prepositions are available on the pages listed below.

Drill

Page	109	Preposition Sorting Mat

Interactive Methods

Page	114	Shape/Size/Color Cut-Outs
	115	Category Sets

Informational Drill

Page	30	Analogy Cards: Common Related Objects
	31	Analogy Cards: Animals and Homes
	40	Clothing Wheel
	43	Transportation Wheel
	51	Picture Parts Pull Strip
	60	People and Object Flip Books
	62	Object and Location Flip Books
	67	Common Categories Card Decks
	68	Two-Part Picture Card Decks
	100	Homework Illustration Groups
	109	Preposition Sorting Mat

Barrier Games

Page	118	Cut-Outs and Backgrounds

Pronouns

See also RELATIVE CLAUSES.

Pronouns are traditionally defined as words that take the place of a noun. There are several groups:

Personal pronouns:

I
you
he
she
it
we
they

me
him
her
us
them

Demonstrative pronouns:

this
that

these
those

Possessive pronouns:

my
mine
your
yours
his
her
hers

our
ours
their
theirs
its

Relative pronouns:

that
which
who
whom
whose

Reflexive pronouns:

myself
yourself
himself
herself
itself
themselves
ourselves
oneself

Indefinite pronouns:

anyone
anybody
anything
everybody
everyone
everything
no one
nobody
nothing
someone
somebody
something

An additional group of indefinite pronouns can be used alone or with a noun:

all
another
any
both
each
either
few
many
more
most
much
neither
one
other
several
some

USING PRONOUNS

Trantham and Pedersen (1976) report essentially correct use by age three of many personal, possessive, and demonstrative pronouns as well as some indefinite pronouns. Similar findings are reported by Morehead and Ingram (1973).

Development of pronouns after the age of three includes those listed by Lee and Canter (1971): "any, anything, anybody, anyone, every, everything, everybody, everyone, whichever, whoever, whatever."

A frequent problem with pronouns is the substitution of one case for another ("me/I, him/he, her/she, them/they," or vice versa). Occasionally, pronouns may be omitted. Students may also use nonstandard reflexive forms ("hisself, theirselves").

Use of pronouns without establishing a prior referent is reported to occur frequently in learning-disabled students with language problems. Lack of a prior referent results in decreased skill in referential communication, as shown in this example: "It's coming out of the sky and he sees it but it won't work."

Students not using prior referents often also create pronouns by the overuse of uninformative nouns: "She's got a lot of stuff."

Autistic students reverse pronouns, using utterances such as, "Are you hungry?" to mean "I am hungry."

TEACHING PRONOUNS

New research on pronoun use indicates that it is important to teach pronouns in the context of the noun referent. Rather than drilling with pictures in which the student supplies the pronoun, introduce the referent and then allow the student to complete the sentence ("The boy is running because . . . he is late").

Activities for teaching pronouns are available on the pages listed below.

Drill

Page	26	Pages Illustrating Sequences
	42	Action Wheel
	49	Double Pull Strip
	50	Sequence Pull Strip
	69	Embedding Card Decks
	98	Homework Sheets and Sentences
	99	Homework Pouches
	100	Homework Illustration Groups
	116	Puppets and Props

Interactive Methods

Page	100	Homework Illustration Groups
	108	Occupation Sorting Mat
	115	Category Sets

Informational Drill

Page	32	Analogy Cards: Players and Sports Equipment
	34	Analogy Cards: Occupations and Tools
	40	Clothing Wheel
	49	Double Pull Strip
	50	Sequence Pull Strip
	60	People and Object Flip Books
	66	Same Objects Card Decks
	69	Embedding Card Decks
	99	Homework Pouches
	100	Homework Illustration Groups
	107	Opposites Sorting Mat
	108	Occupation Sorting Mat
	109	Preposition Sorting Mat
	114	Shape/Size/Color Cut-Outs

REFERENCES

Lee, L., and Canter, S. "Developmental Sentence Scoring, A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." **Journal of Speech and Hearing Disorders** 36 (1971): 315-340.

Morehead, D., and Ingram, D. "The Development of Base Syntax in Normal and Linguistically Deviant Children." **Journal of Speech and Hearing Research** 16 (1973): 330-352.

Trantham, C., and Pedersen, J. **Normal Language Development.** Baltimore, Maryland: William & Wilkins Company, 1976.

Referential Communication

See also FUNCTIONAL COMMUNICATION and "WH-" QUESTIONS.

Referential communication is the use of language to convey information about the objects and actions in the student's environment. This function overlaps with Wood's (1977) "informing function" and with Halliday's (1973) "informative function." It is covered here as a separate goal because research has focused on one specific aspect of referential communication—those skills observed during barrier games. The experimental design follows barrier game procedures:

1. Select identical sets of objects or pictures.
2. Place students on either side of a table-top barrier.
3. Ask one student to describe an object or picture so that the other student can locate the identical item.

USING REFERENTIAL COMMUNICATION

A student's communicative environment (outside the language session) rarely requires skill at playing a barrier game. Similar descriptive skills, however, are called upon daily. The ability to zero in on precisely what the listener needs to hear and to encode this information in coherent, fluent utterances constitutes the essence of communicative adequacy. Similarly, the skills, as a listener, to guide the speaker into providing the information needed are important both in barrier games and in classroom settings.

Lloyd and Beveridge (1981), after studying referential communication in preschoolers, summarize the characteristics of both good and poor speakers. Good speakers were described as those who:

1. Located and communicated "critical attributes" (those attributes used to distinguish one picture from another).
2. Gave the critical attributes toward the beginning of the description.
3. Left out irrelevant attributes.
4. Did not show a bias toward one attribute (such as color).
5. Modified descriptions in accordance with information from the listener.

Poor speakers were those who:

1. Frequently did not include critical attributes.
2. Placed critical attributes, when given, somewhere within a "rambling message."
3. Gave irrelevant attributes.
4. Demonstrated a bias toward attributes (like color) not relevant to the descriptive task.
5. Showed "egocentric" behaviors of pointing and naming color without stating a referent.

TEACHING REFERENTIAL COMMUNICATION

The obvious strategy for teaching these skills is barrier games. Activities utilizing this strategy are available on the pages listed below.

Barrier Games

Page	
25	Related Illustrations on One Page
30	Analogy Cards: Common Related Objects
31	Analogy Cards: Animals and Homes
44	Noun Wheel
50	Sequence Pull Strip
51	Picture Parts Pull Strip
66	Same Objects Card Decks
67	Common Categories Card Decks
70	Picture Set Card Decks
87	Ready-to-Go Gameboards
93	Front-and-Back Punch Cards
114	Shape/Size/Color Cut-Outs
118	Cut-Outs and Backgrounds

REFERENCES

Halliday, M. **Explorations in the Functions of Language.** New York: Elsevier North Holland, 1973.

Lloyd, P., and Beveridge, M. **Information and Meaning in Child Communication.** London: Academic Press, 1981.

Wood, B., ed. **Development of Functional Communication Competencies: Pre-K-Grade 6.** Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1977.

Relative Clauses

See also SUBORDINATE CLAUSES.

Relative clauses are one of seven forms of subordination (Liles, 1979). With use of a relative clause, two sentences that have a noun in common can be reorganized into one sentence:

I saw the house.
My friend bought the house.
I saw the house that my friend bought.

The first word of a relative clause is a relative pronoun.

There are five of them: "that, which, who, whom, whose." "That" may refer to people, animals, or objects ("She's the teacher that I like. It's the book that I lost"). "Which" refers only to animals or objects, and "who" and "whom" are used only for people.

Sometimes, the relative pronoun or both the pronoun and the following verb (generally "be") can be deleted: "I bought the house (that is) on the corner. The teacher (who) I like is moving."

USING RELATIVE CLAUSES

Embedding of any kind (putting one sentence into another) marks the beginning of syntactic maturity. Haas and Wepman (1974) describe embedding as representative of changes in syntactic usage which occur during school years. In their study of students, ages 5 to 13, they found use of clauses continued to increase with age.

Competent clause use (relative as well as subordinate) is necessary to fluent, coherent sequencing in story-telling or relating events. Students using clauses will, of course, have much longer MLU's (mean length of utterance) than students using shorter, separate sentences to convey ideas.

Weaver's (1979) comparison of sentences taken from Hunt's (1977) research on syntactic structures demonstrates the differences clause use can make. The first example is from a fourth grade student's paper:

> Aluminum is a metal and is abundant. It has many uses and it comes from bauxite. Bauxite is an ore and bauxite looks like clay. (p. 39)

An eighth grade student wrote:

> Aluminum is an abundant metal, has many uses, and comes from bauxite which is an ore that looks like clay. (p. 39)

Finally, from a twelfth grade student's paper:

> Aluminum is an abundant metal with many uses. It comes from an ore called bauxite that looks like clay. (p. 39)

TEACHING RELATIVE CLAUSES

Most language-delayed students do not use relative clauses. It is difficult to say exactly when instruction on this syntactic form should begin. However, a student who relates a story in single, short sentences may benefit from instruction on combining them. Since this describes a number of older students and since materials for these older students are in short supply, a number of activities for this goal are offered. They are available on the pages listed below.

Drill

Page	67	Common Categories Card Decks
	69	Embedding Card Decks
	77	Embedding Spinners
	78	Recoding Spinners
	86	Raceway Gameboard
	100	Homework Illustration Groups

Interactive Methods

Page	66	Same Objects Card Decks

Informational Drill

Page	34	Analogy Cards: Occupations and Tools
	44	Noun Wheel
	66	Same Objects Card Decks

REFERENCES

Haas, W., and Wepman, J. "Dimensions of Individual Difference in the Spoken Syntax of School Children." **Journal of Speech and Hearing Research** 17 (1974): 455-469.

Hunt, K. "Early Blooming and Late Blooming Syntactic Structures." In **Evaluating Writing: Describing, Measuring, Judging,** edited by C. Cooper and L. Odell. Urbana, Illinois: National Council of Teachers of English, 1977.

Liles, B. **A Basic Grammar of Modern English.** Englewood Cliffs, New Jersey: Prentice-Hall, 1979.

Weaver, C. **Grammar for Teachers.** Urbana, Illinois: National Council of Teachers of English, 1979.

Sequencing

See also SUBORDINATE CLAUSES.

Sequencing, the ability to relate a series of events in the order in which they occur, has several components:

1. An understanding of how actions are ordered in time (Lucas, 1980; Wiig and Semel, 1976).
2. Control over the process of linguistically encoding time concepts (Wiig and Semel, 1976).
3. An awareness of the information needs of the listener.

USING SEQUENCING

Few language-delayed students have the ability to use all three of these components. The result is that most requests for sequenced information receive a rambling, disorganized response, as in the following example from Simon (1979):

> Tell me something you did over the weekend.
>
> Brandy was fighting each with Missy and I was watching TV with Tom and Jerry—this afternoon. Tom was hitting Jerry on TV. He took a stick and hit Jerry on the head and then Emergency. Johnny Cage is walking over here to—ah—to Roy and he said, "Can you see we did?" The house fired and somethings. Johnny Cage walking to Roy and he said, "Is that thing—you know those dongs made em wake up—eat the food—and then the dong made em get up on—get out of the chair and get on the fire truck. Ya know that dong thing that make "dong-dong" like that? (p. 54)

TEACHING SEQUENCING

Remediation in this area is ideally preceded by determination of which aspect of sequencing is contributing to the student's difficulty. Excellent discussions of underlying cognitive or semantic difficulties are available in Wiig and Semel (1976), Lucas (1980), and Simon (1979).

Traditionally, the linguistic aspect of sequencing has been taught with the help of sequencing cards. Students are given the cards, asked to arrange them in order, then asked to relate the events pictured. Work with individual words expressing time ("first, last, before, during, until," etc.) may be helpful.

Activities for teaching sequencing are available on the pages listed below.

Drill

Page	86	Raceway Gameboard
	94	Front-and-Back Puzzle Cards

Interactive Methods

Page	50	Sequence Pull Strip
	108	Occupation Sorting Mat

Informational Drill

Page	33	Analogy Cards: Raw Materials and Finished Products
	61	Object and Action Flip Books

REFERENCES

Lucas, E. **Semantic and Pragmatic Language Disorders.** Rockville, Maryland: Aspen Systems Corporation, 1980.

Simon, C. **Communicative Competence: A Functional-Pragmatic Approach to Language Therapy.** Tucson, Arizona: Communication Skill Builders, 1979.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

"-s" Morpheme

See also NOUN-VERB AGREEMENT.

"-s" is the verb inflection used to mark the third person singular form of regular present tense verbs ("He likes ice cream"). Irregular verb forms often end with "-s" as well ("he is, he has, he does").

USING "-S" MORPHEME

Many language-delayed students do not add the "-s" morpheme. Johnston and Schery (1976) report that, even by language level 5 (five or more words per utterance), the mean use of this morpheme by language-delayed students was 63.6 percent.

Whether omission of "-s" is related most closely to language or articulation difficulties is not clear. Shriner, Holloway, and Daniloff (1969) note the coexistence of syntax and articulation difficulties and suggest that both factors be considered.

TEACHING "-S" MORPHEME

Approaches similar to those used in articulation therapy may be productive when teaching this morpheme.

Activities for teaching "-s" are available on the pages listed below.

Drill

Page	42	Action Wheel
	78	Recoding Spinners
	83	Solid Gameboard
	100	Homework Illustration Groups
	107	Opposites Sorting Mat
	116	Puppets and Props

Interactive Methods

Page	108	Occupation Sorting Mat
	116	Puppets and Props

Informational Drill

Page	30	Analogy Cards: Common Related Objects
	31	Analogy Cards: Animals and Homes
	32	Analogy Cards: Players and Sports Equipment
	34	Analogy Cards: Occupations and Tools
	41	Animal Wheel
	43	Transportation Wheel
	49	Double Pull Strip
	51	Picture Parts Pull Strip
	52	Hidden Picture Pull Strip
	68	Two-Part Picture Card Decks
	98	Homework Sheets and Sentences
	110	Common Categories Sorting Mat

REFERENCES

Johnston, J., and Schery, T. "The Use of Grammatical Morphemes by Children with Communication Disorders." In **Normal and Deficient Child Language**, edited by D. Morehead and A. Morehead. Baltimore, Maryland: University Park Press, 1976.

Shriner, T.; Holloway, M.; and Daniloff, R. "The Relationship Between Articulatory Deficits and Syntax in Speech Defective Children." **Journal of Speech and Hearing Research** 12 (1969): 319-325.

Subordinate Clauses

See also INFINITIVES and RELATIVE CLAUSES.

Liles (1979) identifies three types of subordinate clauses: noun clauses, adverb clauses, and relative clauses.

A noun clause consists of a sentence or a verb phrase that (1) replaces the noun in the main sentence and (2) is attached to the main sentence by a relative pronoun ("that, which, who, whom, whose") used as a subordinate conjunction. Liles gives the example "Hiram believes that he is right" (p. 122) and notes:

> The noun clause "that he is right" consists of the complete sentence "He is right," to which the conjunction "that" has been attached. Unlike the relative pronoun "that," the conjunction does not function as a subject, direct object, or the like. (p. 122)

Noun clauses can also be introduced with traditional interrogative words:

What they thought is a mystery.

How he passed is anyone's guess.

Where my cat goes is its secret.

They wondered when I would leave.

Adverb clauses consist of one sentence attached to another sentence by a subordinate conjunction ("We stayed until the end although it was raining"). Like adverbs, adverb clauses may refer to time, place, and manner. Additionally, two types of information provided by adverb clauses, but not by adverbs alone, are condition and contrast. Weaver (1979) lists by function the adverbs used as subordinate conjunctions:

Time:
- before
- after
- since
- until
- till
- when
- while
- as

Place:
- where
- wherever

Manner:
- as if
- like

Condition:
- if
- unless
- whether (or not)

Contrast:
- though
- although
- even though

Reason:
- because
- since
- as
- so (that)

A relative clause allows two sentences that share the same noun to be combined into a single sentence ("I talked to the man who lives next door"). See RELATIVE CLAUSES for a further discussion.

USING SUBORDINATE CLAUSES

Wiig and Semel (1976) report that language-disabled students may experience difficulty in processing complex sentences because they follow only one idea in the sentence. Of specific difficulty may be sentences with the subordinate clause in the center: "John, unless he changes his mind, will be here."

Additional information relevant to use of subordinate clauses can be found under RELATIVE CLAUSES.

TEACHING SUBORDINATE CLAUSES

An interactive approach in which the teacher asks the student for additional information, then combines the information into a complex sentence, gives the student a good model of subordinate clause use.

Activities for teaching subordinate clauses are available on the pages listed below.

Drill

Page 26 Pages Illustrating Sequences
42 Action Wheel
50 Sequence Pull Strip
77 Embedding Spinners
78 Recoding Spinners
93 Front-and-Back Punch Cards

Interactive Methods

Page 50 Sequence Pull Strip
66 Same Objects Card Decks
100 Homework Illustration Groups
115 Category Sets
118 Cut-Outs and Backgrounds

Informational Drill

Page 30 Analogy Cards: Common Related Objects
31 Analogy Cards: Animals and Homes
32 Analogy Cards: Players and Sports Equipment
40 Clothing Wheel
41 Animal Wheel
43 Transportation Wheel
49 Double Pull Strip
58 Action and Time Flip Books
61 Object and Action Flip Books
62 Object and Location Flip Books
68 Two-Part Picture Card Decks
69 Embedding Card Decks
70 Picture Set Card Decks
99 Homework Pouches
108 Occupation Sorting Mat
110 Common Categories Sorting Mat

REFERENCES

Liles, B. **A Basic Grammar of Modern English.** Englewood Cliffs, New Jersey: Prentice-Hall, 1979.

Weaver, C. **Grammar for Teachers: Perspectives and Definitions.** Urbana, Illinois: National Council of Teachers of English, 1979.

Wiig, E., and Semel, E. **Language Disabilities in Children and Adolescents.** Columbus, Ohio: Charles E. Merrill, 1976.

"Wh-" Questions

See also "DO"-REVERSAL QUESTIONS and "IS"-REVERSAL QUESTIONS.

This question form requires the use of one of the "wh-" words: "who, what, when, where, why, how, which."

"Wh-" questions specify, through selection of the particular "wh-" word, the nature of the answer. A partial list follows:

Question:	Who?	Answer:	Noun (person)
Question:	What?	Answer:	Noun (object or animal)
Question:	When?	Answer:	Adverb or adverb phrase
Question:	Where?	Answer:	Noun (place) or prepositional phrase
Question:	Why?	Answer:	Sentence
Question:	How?	Answer:	Adverb, adverb phrase, or sentence

USING "WH-" QUESTIONS

Trantham and Pedersen (1976) report questions using "what" and "where" were observed at the two-word level of language development, but that the other "wh-" words were infrequently used, even at 36 months. Muma (1978), in his chart adapted from Brown (1973), places all "wh-" questions at Stage III (2.5-3.25 MLU). He cautions, however, that Stage III is speculative.

Cairns and Hsu (1978) relate the acquisition of "wh-" words to stages of cognitive development. "When," for example, develops as a function of comprehension of causal relationships.

In addition to syntactic development of "wh-" questions, information on how students use these questions is relevant. Language-delayed students are noted for their reluctance to ask questions of any form. This is in spite of the fact that, as Naremore (1976) notes, we expect children to be able to ask and answer questions when they start school.

Cultural differences may also affect questioning behaviors. The willingness to both ask and answer questions may be learned in an environment with a value system different from the school setting (Naremore, 1976).

TEACHING "WH-" QUESTIONS

A difficulty in teaching "wh-" questions is that one cannot demand that a question be asked. Students told to "ask me ______" frequently provide the answer, not the question (Chomsky, 1969).

An interactive strategy emphasizing the meaning of the question words can provide a useful introduction to questions: "Columbus discovered America in 1492. Who discovered America? When? What did Columbus do?"

Activities for teaching "wh-" questions are available on the pages listed below.

Interactive Methods

Page	116	Puppets and Props
	117	Cut-Outs and Cards

Informational Drill

Page	31	Analogy Cards: Animals and Homes
	33	Analogy Cards: Raw Materials and Finished Products

41 Animal Wheel
59 People and Action Flip Books
60 People and Object Flip Books
68 Two-Part Picture Card Decks
92 Front-and-Back Contrast Cards
108 Occupation Sorting Mat
109 Preposition Sorting Mat

Experience

Page 24 Prepared Worksheets

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Notes

Five Language Lesson Plans

The best of plans, ideas, and materials are only as good as the organization that coheres them. Teachers with a caseload of 60 students in 25 groups seen two or three times a week can count available planning time in minutes. This is another instance in which the district photocopy machine can be useful.

This chapter outlines a method for photocopying frequently used objectives and activities onto pressure sensitive labels. Preparing a lesson plan then consists of locating the desired label and placing it on the appropriate form. Five language lesson plans demonstrate use of this method.

Also included are pre-/post-test forms. They, too, incorporate the pressure sensitive labels and can be used with materials constructed from reproducible illustrations.

The organizational system of pressure sensitive labels can be used to cohere all available materials—not just the ones constructed. The benefits of this system increase with the number of people involved in the project. One person's efforts can be copied and shared with many people. If the time and clerical support are available, these are the suggested steps:

1. Pull all activities and objectives from current materials. Have activities typed for photocopying onto large address labels. Have objectives typed for copying onto small address labels.
2. Make a copy of the objectives and activities for everyone in the district.
3. As new materials come in, have objectives and activities prepared for photocopying before the material is released for use.

Unlike printed checklists or activity booklets, the label system is flexible enough to allow changes for individual preference. Teachers can develop their own labels or use those developed by others.

With use of this system, the time involved in planning for each student or group is limited to the time needed to locate the desired material and the corresponding photocopied form.

INSTRUCTIONS FOR USE: DAILY LESSON PLANS

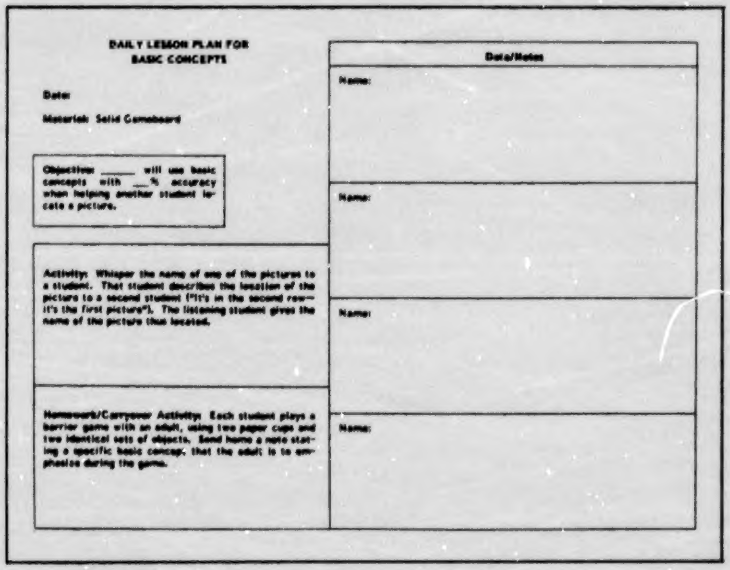
Instant and effortless methods of documenting daily sessions are essential to the smooth operation of a language program. The procedures outlined in this section result in ready-to-use lesson plans that can be stored inside or near the material. They do require initial organizing time, but this can be reduced by sharing the preparation with members of a group.

How to Use the Daily Lesson Plans

1. Locate or construct the material(s) to be used.
2. Photocopy the daily lesson plan form in the quantity desired.
3. During the session, use the form as a procedural reference and for data collection or notes. Response information on four students can be recorded on each form.

How to Create Additional Daily Lesson Plans

1. Purchase a set of large pressure sensitive address labels.
2. Select the materials and activities to be used.
3. Using a sheet of labels as a placement guide, write or type the activities onto master sheets.
4. Photocopy the activities onto large address labels. (Several photocopies of each sheet will be helpful if you intend to use some of the activities on more than one form.)
5. Photocopy the blank daily lesson plan form (page 218) in the quantity needed.
6. On a blank lesson plan form, write the goal at the top of the sheet. Then write the name of the material to be used.
7. From the sheets of labels, select an appropriate activity and attach the label to the form. Select another activity for homework/carryover and attach that label.
8. Write the objective on the form. If preferred, photocopy frequently used objectives onto small pressure sensitive address labels, then attach the label to the form.
9. Photocopy each completed lesson plan in the quantity you and your colleagues need.



DAILY LESSON PLAN FOR
BASIC CONCEPTS

Date:

Materials: Solid Gameboard

Objective: ______ will use basic concepts with ___% accuracy when helping another student locate a picture.

Activity: Whisper the name of one of the pictures to a student. That student describes the location of the picture to a second student ("It's in the second row—it's the first picture"). The listening student gives the name of the picture thus located.

Homework/Carryover Activity: Each student plays a barrier game with an adult, using two paper cups and two identical sets of objects. Send home a note stating a specific basic concept that the adult is to emphasize during the game.

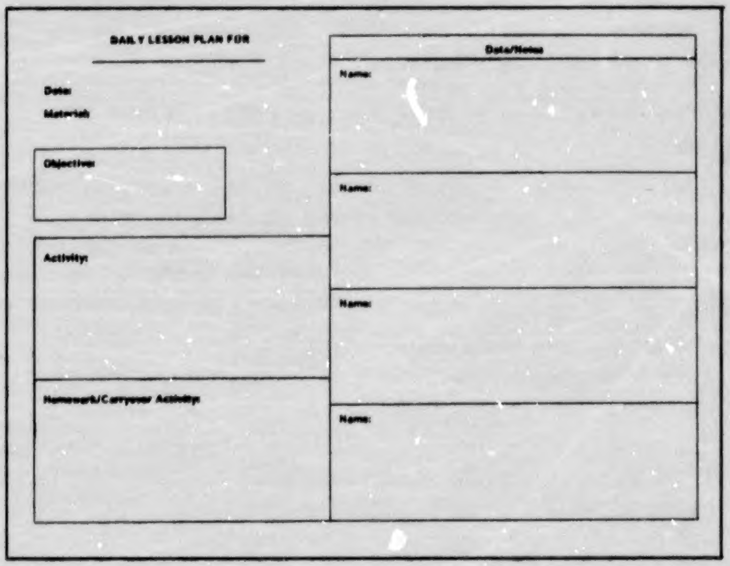
Date/Notes

Name:

Name:

Name:

Name:



DAILY LESSON PLAN FOR ____________

Date:

Materials:

Objective:

Activity:

Homework/Carryover Activity:

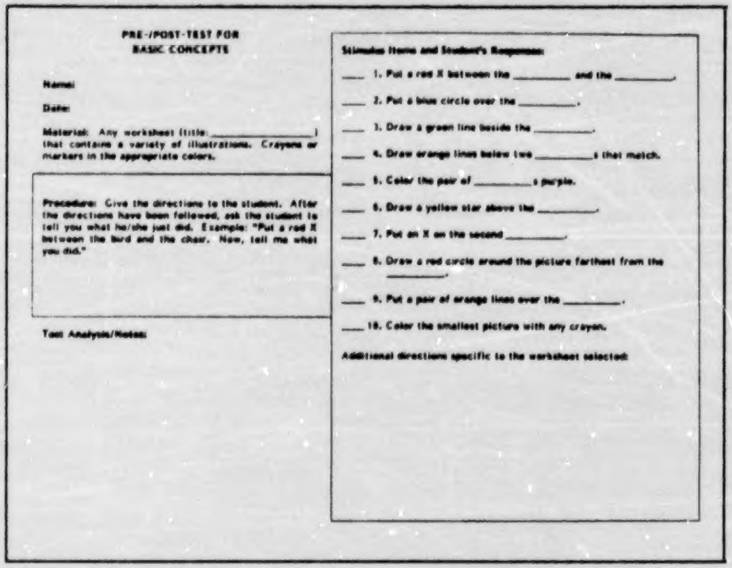
Date/Notes

Name:

Name:

Name:

Name:



PRE-/POST-TEST FOR
BASIC CONCEPTS

Name:

Date:

Material: Any worksheet (title: ________________) that contains a variety of illustrations. Crayons or markers in the appropriate colors.

Procedure: Give the directions to the student. After the directions have been followed, ask the student to tell you what he/she just did. Example: "Put a red X between the bird and the chair. Now, tell me what you did."

Test Analysis/Notes:

Stimulus Items and Student's Responses:

___ 1. Put a red X between the ________ and the ________.

___ 2. Put a blue circle over the ________.

___ 3. Draw a green line beside the ________.

___ 4. Draw orange lines below two ________s that match.

___ 5. Color the pair of ________s purple.

___ 6. Draw a yellow star above the ________.

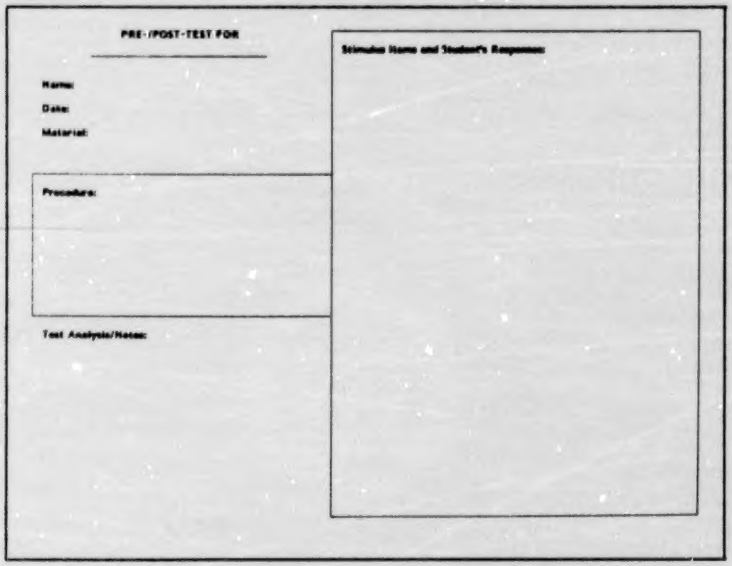
___ 7. Put an X on the second ________.

___ 8. Draw a red circle around the picture farthest from the ________.

___ 9. Put a pair of orange lines over the ________.

___ 10. Color the smallest picture with any crayon.

Additional directions specific to the worksheet selected:



PRE-/POST-TEST FOR
____

Name:

Date:

Material:

Procedure:

Test Analysis/Notes:

Stimulus Items and Student's Responses:

INSTRUCTIONS FOR USE: PRE-/POST-TESTS

Pre-/post-tests can be a useful substitute for those not wishing to take daily therapy data, or they can be used in conjunction with daily documentation. Pre-/post-tests are given before work on a goal begins and after the work (or school year) is completed. Any set of materials and procedures can be used. It is only necessary that:

1. The materials and procedures are specific enough to be duplicated for the post-test.
2. Use of the selected materials and procedures is avoided during therapy sessions. ("Teaching to the test" makes a student's skills look higher than they are.)

How to Use the Pre-/Post-tests

1. Locate or construct the material to be used.
2. Photocopy the pre-/post-test form.
3. Write the name of the material (if not already specified).
4. Write in additional stimulus items if desired.
5. If information has been added to the original form, you may wish to photocopy the completed test form before using it.
6. During administration, score or transcribe the student's responses.

How to Create Additional Pre-/Post-tests

1. Photocopy the blank pre-/post-test form (page 219) in the quantity needed.
2. Write the goal at the top of the sheet, and write the name of the material to be used.
3. From the sheets of labels previously prepared, select an appropriate activity and attach the label to the form. Add any necessary procedural modifications.
4. Write a list of the stimulus items if desired.
5. Photocopy each completed pre-/post-test in the quantity you and your colleagues need.

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DAILY LESSON PLAN FOR BASIC CONCEPTS

8

Date:

Material: Solid Gameboard

Objective: ______ will use basic concepts with ___% accuracy when helping another student locate a picture.

Activity: Whisper the name of one of the pictures to a student. That student describes the location of the picture to a second student ("It's in the second row—it's the first picture"). The listening student gives the name of the picture thus located.

Homework/Carryover Activity: Each student plays a barrier game with an adult, using two paper cups and two identical sets of objects. Send home a note stating a specific basic concept that the adult is to emphasize during the game.

Data/Notes
Name:
Name:
Name:
Name:

PRE-/POST-TEST FOR BASIC CONCEPTS

Name:

Date:

Material: Any worksheet (title:________________) that contains a variety of illustrations. Crayons or markers in the appropriate colors.

Procedure: Give the directions to the student. After the directions have been followed, ask the student to tell you what he/she just did. Example: "Put a red X between the bird and the chair. Now, tell me what you did."

Test Analysis/Notes:

Stimulus Items and Student's Responses:

____ 1. Put a red X between the __________ and the __________.

____ 2. Put a blue circle over the __________.

____ 3. Draw a green line beside the __________.

____ 4. Draw orange lines below two __________s that match.

____ 5. Color the pair of __________s purple.

____ 6. Draw a yellow star above the __________.

____ 7. Put an X on the second __________.

____ 8. Draw a red circle around the picture farthest from the __________.

____ 9. Put a pair of orange lines over the __________.

____ 10. Color the smallest picture with any crayon.

Additional directions specific to the worksheet selected:

DAILY LESSON PLAN FOR PAST TENSE VERBS (IRREGULAR)

Date:

Material: Category Sets of Cut-Outs.
Markers and sheets of action pictures.

Objective: ______ will use irregular past tense verbs in sentences with ___% accuracy.

Activity: Create a story that uses two or three verb forms repeatedly:

Teacher: "Albert went to a smorgasbord. He saw some spaghetti." (Pick up the cut-out.) "He ate the spaghetti. What happened?"

Student: "He saw some spaghetti and he ate it."

Teacher: "Right. Then he saw some pudding. He didn't eat it. He ate some cake instead. What happened?"

Homework/Carryover Activity: Each student is given a sheet of action pictures. Students write at the top of the sheet, "Today my sister is ______ing. Yesterday she ______." For each illustration, students complete both sentences. (Example: "Today my sister is running. Yesterday she ran.") After the session, students take the sheets home for practice.

Data/Notes

Name:

Name:

Name:

Name:

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PRE-/POST-TEST FOR
PAST TENSE VERBS (IRREGULAR)

Name:

Date:

Material: Word list

Procedure: Tell the student, "I'll tell you what someone does everyday. You tell me what the person did yesterday. If I say, 'He runs everyday', you say, 'Yesterday, he . . .'" Modify the sentence as needed for each verb presented ("She cuts flowers everyday").

Test Analysis/Notes:

Stimulus Items and Student's Responses:

_____ cut (flowers)
_____ hit (the ball)
_____ quit (early)
_____ came (home)
_____ drove
_____ dug
_____ ate
_____ fed (the dog)
_____ fought
_____ found (something)
_____ led (the group)
_____ lit (a candle)
_____ met (people)
_____ read
_____ ran
_____ sat
_____ stood
_____ won
_____ wound (the clock)
_____ began (something)
_____ drank (juice)
_____ rang (the bell)
_____ sang
_____ swam
_____ built (something)
_____ sent (a letter)
_____ spent (money)
_____ had (a class)
_____ heard (the song)

_____ made (a sandwich)
_____ paid (the bills)
_____ said (the answer)
_____ sold (books)
_____ told (a story)
_____ brought (an apple)
_____ bought (food)
_____ caught (a fish)
_____ felt (happy)
_____ kept (the car)
_____ left (early)
_____ lost
_____ slept
_____ swept
_____ taught
_____ thought

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DAILY LESSON PLAN FOR PRONOUNS

Date:

Material: Sequence Pull Strip

Objective: ______will use the correct form of pronouns with ___% accuracy when discussing events in a story.

Activity: Discuss each picture in the sequence. Ask questions about the people and objects. Example: "What's happening here? What do you think he/she will do with the (object)? Why?"

Homework/Carryover Activity: Each student tells a riddle (containing specific pronouns) to five different people. During the next session, reactions to the riddle are reported. ("I told Joe and he liked it. I told mom. She thought it was dumb.")

Data/Notes
Name:
Name:
Name:
Name:

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PRE-/POST-TEST FOR PRONOUNS

Name:

Date:

Material: Any worksheet (title:_____________________) showing sequenced actions that will elicit "he, she, it, they."

Procedure: Ask the student to tell the story illustrated on the worksheet. If necessary, ask questions such as, "What happens next? What is ______ doing?"

Procedure for eliciting "I" and "you":

Test Analysis/Notes:

Stimulus Items and Student's Responses:

Note pronoun use beside the word, or transcribe the student's utterances and record the pronouns later.

he _____ _____ _____ _____ _____ _____ _____ _____
she _____ _____ _____ _____ _____ _____ _____ _____
it _____ _____ _____ _____ _____ _____ _____ _____
they _____ _____ _____ _____ _____ _____ _____ _____
I _____ _____ _____ _____ _____ _____ _____ _____
you _____ _____ _____ _____ _____ _____ _____ _____

Transcription of responses:

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DAILY LESSON PLAN FOR REFERENTIAL COMMUNICATION

Date:

Material: Two identical Noun Wheels

Objective: ______will adequately describe a picture of an object with ___% accuracy so that a listener can locate it.

Activity: Give one student one wheel and keep the second wheel or give it to another student. The speaker locates one picture and describes it so that the listener can find the same picture. The task is simplified when using pictures of different objects. A more difficult task can be created by using different pictures of the same object.

Homework/Carryover Activity: Each student selects a barrier game to play at home or in the classroom. **Alternative:** Each student takes home two identical worksheets and plays a barrier game variation.

Data/Notes
Name:
Name:
Name:
Name:

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PRE-/POST-TEST FOR REFERENTIAL COMMUNICATION

Name:

Date:

Material: Any barrier game (____________________)

Procedure: Play the barrier game with a student or have two students play it.

Test Analysis:

Did speaker:

- Use critical elements (characteristics that differentiate the items) in the description? ______
- Present critical elements early? ______
- Avoid irrelevant details? ______
- Modify information in accordance with requests from the listener? ______

Did listener:

- Locate the right card? ______
- Request clarification when necessary? ______

Transcription of Student's Responses:

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DAILY LESSON PLAN FOR
"-S" MORPHEME

Date:

Material: Analogy Cards: Common Related Objects.
Markers and sheets of pictured tools.

Objective: ______ will use "-s" with ___% accuracy in the words "goes" and "uses."

Activity: One of the students starts with the demonstration card and says, for example, "The lamp goes with the light bulb." Students then continue through the remainder of the analogy cards, providing the name of a related object for each card.

Homework/Carryover Activity: Each student is given a sheet of pictured tools. Students write at the top of the sheets, "A ______ uses a ______." Students select an illustration and complete the sentence by filling in the blanks. (Example: "A carpenter uses a hammer.") After the session, students take the sheets home for practice.

Data/Notes
Name:
Name:
Name:
Name:

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PRE-/POST-TEST FOR
"-S" MORPHEME

Name:

Date:

Material: Occupation Sorting Mat

Procedure: Point to each picture on the mat. Ask the student to explain what each person does for a living and what tools the person needs or uses.

Test Analysis/Notes:

Stimulus Items and Student's Responses:

	Occupation	Verbs Used	"-s" Used?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

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DAILY LESSON PLAN FOR

____

Date:

Material:

Objective:

Activity:

Homework/Carryover Activity:

Data/Notes

Name:

Name:

Name:

Name:

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PRE-/POST-TEST FOR

____

Name:

Date:

Material:

Procedure:

Test Analysis/Notes:

Stimulus Items and Student's Responses:

Notes

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If you have responsibility for developing the language skills of school-age students and an interest in learning about a variety of materials and teaching methods, reproducible illustrations offer some exciting ideas and options. Designed for the teacher with access to a photocopy machine, this book provides instructions, ideas, and information that can be used with reproducible illustrations as well as extended to other types of materials:

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